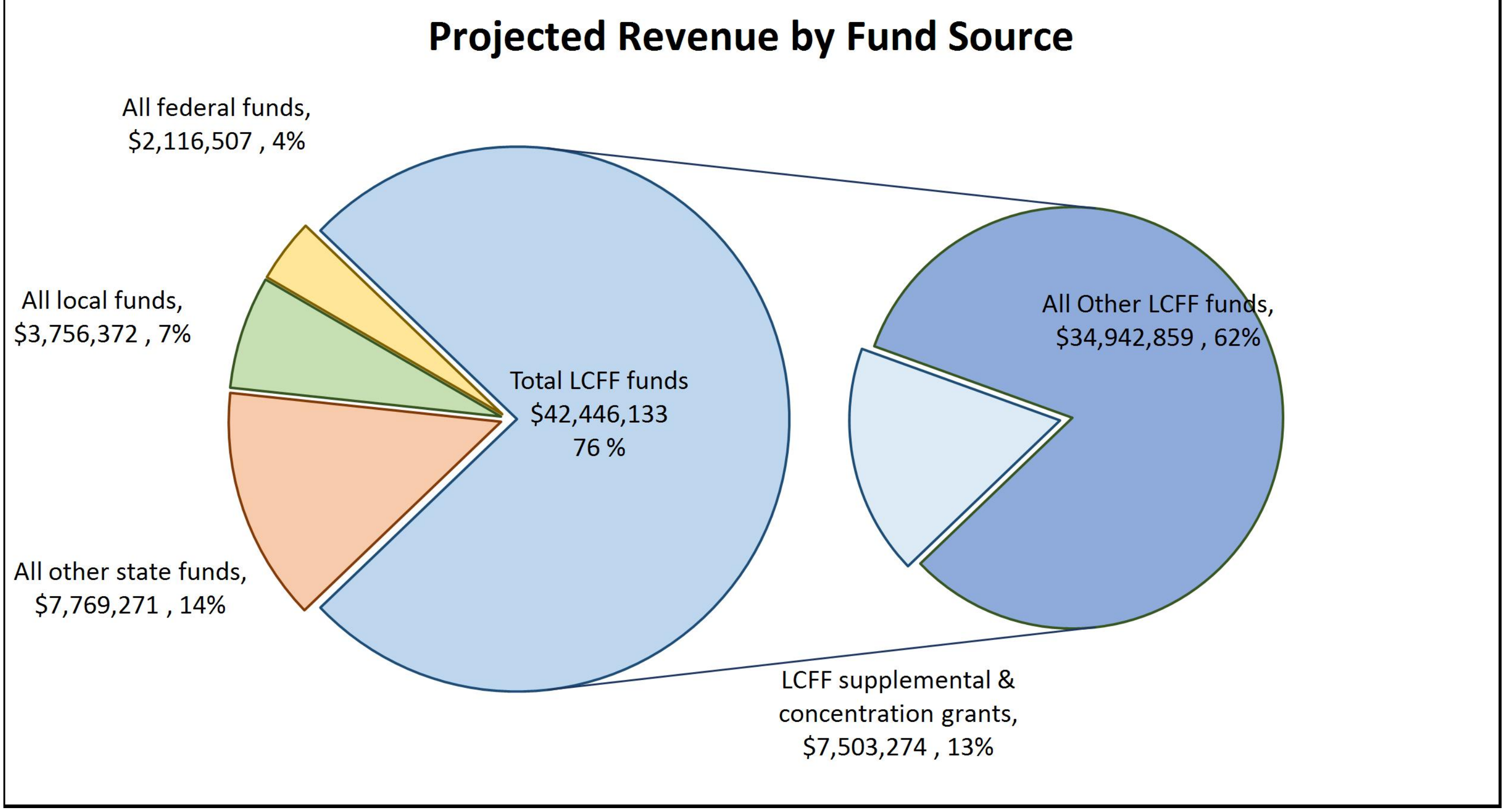
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dixon Unified School District
CDS Code: 48 70532 000000
School Year: 2026-27
LEA contact information:
Brett Barley
Superintendent
BBarley@dixonusd.org
(707) 693-6300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

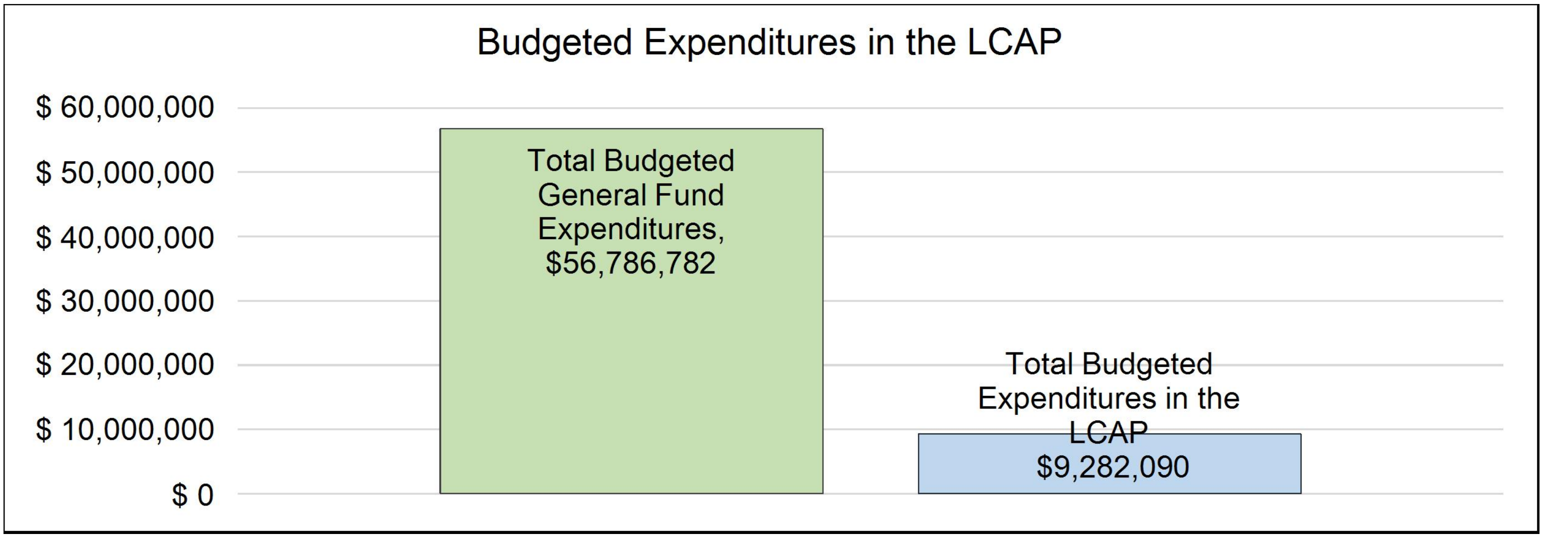


This chart shows the total general purpose revenue Dixon Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dixon Unified School District is $56,088,283, of which $42,446,133 is Local Control Funding Formula (LCFF), $7,769,271 is other state funds, $3,756,372 is local funds, and $2,116,507 is federal funds. Of the $42,446,133 in LCFF Funds, $7,503,274 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Dixon Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dixon Unified School District plans to spend $56,786,782 for the 2026-27 school year. Of that amount, $9,282,090 is tied to actions/services in the LCAP and $47,504,692 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not specified in the LCAP include basic direct services to students including but not limited to classroom teachers and site support staff, basic materials, and supplies. These expenditures encompass all regular, alternative, and special education base programs, state and federal categorical funds, special education transportation, and excess costs. Other support costs not included in the LCAP are custodial services, central office staff such as business services, human resources, maintenance & operations, pupil services, special education services, and educational services.

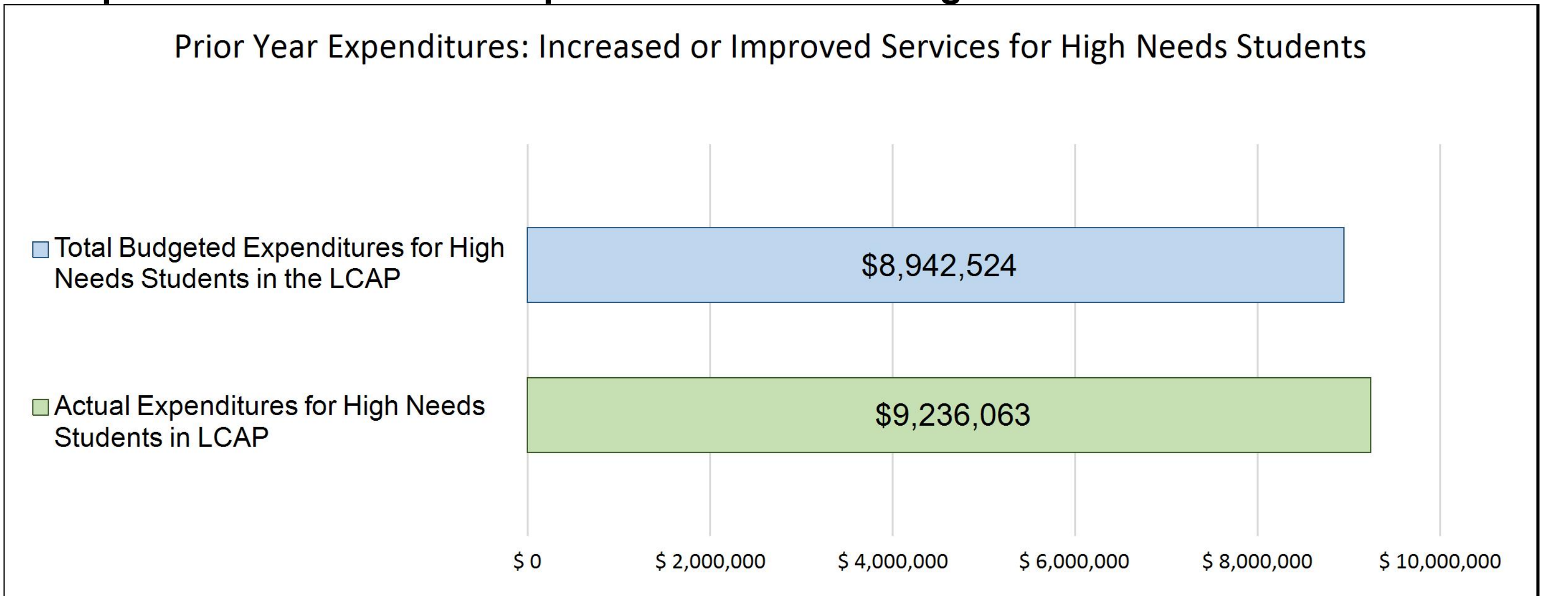
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Dixon Unified School District is projecting it will receive $7,503,274 based on the enrollment of Foster Youth, English learner, and low-income students. Dixon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dixon Unified School District plans to spend $7,503,274 towards meeting this requirement, as described in the LCAP.

In 2026-27, Dixon Unified School District is projecting it will receive $7,503,274 based on the enrollment of foster youth, English learner, and low-income students. Dixon Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dixon Unified School District plans to spend $7,503,274.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Dixon Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dixon Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Dixon Unified School District's LCAP budgeted $8,942,524 for planned actions to increase or improve services for high needs students. Dixon Unified School District actually spent $9,236,063 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dixon Unified School District	Brett Barley Superintendent	brett.barley@dixonusd.org (707) 693-6300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Dixon Unified School District is committed to ensuring every student graduates prepared for college, career, and meaningful participation in a global society. Guided by the mission to “close the achievement gap by preparing all students for college and career readiness and success in a global society,” the District continues to build strong systems of support that promote academic excellence, equity, and whole-child development for all learners. While DUSD has made important progress toward improving student outcomes, the District recognizes that continued growth, innovation, and collaboration are essential to meeting the evolving needs of its students and community.

This Local Control and Accountability Plan (LCAP) builds upon the foundation established in prior years while introducing new actions and services designed to respond to current student needs and priorities identified through educational partner engagement. The plan reflects DUSD’s ongoing commitment to equitable access, culturally responsive practices, and data-informed decision-making to ensure every student has the opportunity to thrive.
DUSD’s work is centered around three strategic goals:

Goal 1: Engage all students in standards-aligned, rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.
Goal 2: Engage all students in social-emotional and behavioral learning which ensures engaging, safe, healthy, and culturally responsive schools so that all students graduate college and career ready.
Goal 3: Engage families and the community to form active partnerships to ensure the academic and social growth of students.

To guide the implementation of these goals, DUSD remains grounded in three core principles:

- Recruit, develop, and retain highly qualified and collaborative staff.
- Responsibly allocate and manage resources to align with the District's mission, values, and student needs.
- Implement research-based practices that maximize human, fiscal, and material resources.

Dixon Unified School District serves just over 3,000 students across six schools, including one comprehensive high school, one middle school, one continuation high school, and three elementary schools. The District also authorizes a Montessori charter school operating under its own LCAP.

DUSD proudly serves a diverse student population that reflects the strength and richness of the community. Approximately 68.7% of students are socioeconomically disadvantaged, 21.5% are English Learners, and students represent a wide range of cultural and ethnic backgrounds, with 58.4% identifying as Hispanic/Latino, 27.5% White, and 14% representing other racial and ethnic groups.

DUSD remains steadfast in its commitment to ensuring that Supplemental and Concentration Grant funds generated through the Local Control Funding Formula are strategically invested to improve outcomes for English Learners, socioeconomically disadvantaged students, and foster and homeless youth. Through targeted supports, strong educational partnerships, and a focus on continuous improvement, Dixon Unified School District is dedicated to creating inclusive learning environments where every student is empowered to succeed.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2025 California School Dashboard and local data reflects both areas of progress and opportunities for continued growth across the District. There are encouraging gains in several student outcome areas, and important areas requiring continued attention and strategic investment.

Academic Performance:

The California School Dashboard indicates that Dixon Unified School District continues to make progress in several areas of academic performance while also recognizing the need to accelerate achievement outcomes for all student groups. Districtwide performance in English Language Arts (ELA) improved compared to the previous year, with students performing 27.2 points below standard and increasing by 3.1 points overall. Mathematics performance also improved, with students performing 42.4 points below standard and increasing by 5.2 points from the prior year.

At the elementary level, English Language Arts performance increased by 7.2 points, and mathematics increased by 3.1 points, demonstrating continued growth in foundational academic skills. Elementary students also showed moderate growth in ELA and average growth in mathematics, indicating positive momentum in student learning recovery and instructional improvement efforts.

At the secondary level, students demonstrated improvement in both ELA and mathematics as well. Secondary English Language Arts performance increased by 4.5 points, while mathematics increased by 5.7 points. The Dashboard also reflected average mathematics growth and moderate ELA growth at the secondary level, suggesting continued progress in academic achievement and instructional practices.

The District also demonstrated continued progress in English Learner outcomes. Districtwide English Learner Progress increased and was identified in the Yellow performance level, with 46.4% of English Learners making progress toward English proficiency. Elementary and secondary English Learners both demonstrated progress toward language acquisition, with increasing percentages of students progressing at least one English Language Proficiency (ELPI) level on the Summative ELPAC assessment.

The District's College and Career Indicator reflected positive improvement overall, increasing by 3.1 points districtwide. Approximately 40.9% of students met the "Prepared" level, reflecting growth in college and career readiness opportunities, including Career Technical Education pathways, Advanced Placement coursework, and dual enrollment opportunities. Secondary dashboard data showed an even stronger performance, with 47.3% of students meeting the "Prepared" category.

Despite areas of progress, the Dashboard data also highlights achievement gaps that continue to exist among student groups. Students with disabilities, socioeconomically disadvantaged students, English Learners, and Hispanic students continue to perform below standard in both ELA and mathematics. These results reinforce the District's ongoing commitment to targeted interventions, inclusive practices, accelerated learning supports, and equitable access to rigorous instruction.

Academic Engagement:

The District's College and Career Indicator also demonstrated meaningful progress. The increase in students meeting the "Prepared" level reflects expanded access to Career Technical Education programs, Advanced Placement coursework, AVID, dual enrollment opportunities, and career pathway experiences. The Dashboard data suggests that more students are graduating with experiences and skills that position them for success in college, career, and postsecondary opportunities.

Dashboard growth indicators in English Language Arts and mathematics suggest that many students are demonstrating academic growth. Elementary schools showed especially strong growth in ELA, while secondary schools demonstrated continued progress in both core content areas.

At the same time, chronic absenteeism remains an area requiring continued attention. Districtwide chronic absenteeism was identified in the Yellow performance level, with some student groups experiencing higher rates of chronic absenteeism than others. Secondary chronic absenteeism rates remained higher than elementary rates, reflecting ongoing challenges with student attendance and engagement at upper grade levels.

The Dashboard data reinforces the District's continued focus on strengthening attendance systems, increasing family outreach, improving intervention and support services, and ensuring students feel connected and engaged in meaningful learning experiences. The District remains committed to reducing barriers to attendance and increasing opportunities for students to participate fully in academic, extracurricular, and college and career readiness programs.

Conditions & Climate:

The California School Dashboard and local data reflects that Dixon Unified School District continues to prioritize safe, supportive, and inclusive learning environments for all students. Districtwide suspension rates improved overall, decreasing to 4.9% and earning a Yellow performance level. Elementary schools maintained relatively low suspension rates, while some secondary schools experienced higher suspension rates that contributed to overall district trends.

The District has continued to invest in systems and supports that promote student social-emotional learning, and positive behavior. Dashboard indicators suggest that many schools are successfully implementing systems designed to reduce exclusionary discipline practices and increase positive student outcomes.

The Dashboard also reflects ongoing efforts to improve student belonging, relationships, and school connectedness. Positive trends in student growth, graduation rates, and engagement suggest that many students are benefiting from supportive learning environments and strong relationships with staff. Family engagement efforts, communication systems, and student support programs continue to strengthen school-community partnerships and contribute to positive school climates across the District.
At the same time, the Dashboard identifies continued opportunities to improve conditions and climate for specific student groups. Suspension rates remain disproportionately higher for some student populations, including students with disabilities, socioeconomically disadvantaged students, and certain racial and ethnic student groups. Chronic absenteeism also continues to impact overall student engagement and school connectedness for some students. These data points reinforce the District's continued focus on equity, restorative practices, mental health supports, culturally responsive practices, and proactive interventions designed to ensure all students experience safe and welcoming school environments.

Overall, the 2025 California School Dashboard and local data demonstrates that Dixon Unified School District continues to make meaningful progress toward improving student outcomes while remaining committed to continuous improvement.

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2023 Baseline Annual Performance Reflections:

There remain a number of challenges at the individual school site and student group level. As required by Ed Code, the 2025 LCAP, being the second year of the three year LCAP, continues to display the list of each school and student group that earned a Red, or Very Low, Performance Level on the 2023 CA School Dashboard and each student group that received a Red or Very Low Performance Level on the 2023 CA School Dashboard at the District level. For each item below, the LCAP action that addresses the item is also included.

Lowest Performance Level: Schools:
Gretchen Higgins Elementary: English Learner Progress (Action 1.8, 1.9, 1.10)
Maine Prairie High School: Suspension Rate (Action 4.2)
Maine Prairie High School: Graduation Rate (Action 4.1)
Maine Prairie High School: College/Career Readiness (Actions 1.31, 4.1)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at the District Level:
Suspension Rate: Homeless and Students with Disabilities (Action 2.2)
English Language Arts: English Learners (Actions 1.6, 1.21, 1.29, 1.30)

Mathematics: English Learners, Homeless, African-American (Actions 1.6, 1.27, 1.29, 1.30)
College/Career Readiness: English Learners, Students with Disabilities (Actions 1.31, 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Anderson:
Chronic Absenteeism: Two or More Races (Action 2.3)
English Language Arts: Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Dixon High:
Mathematics: English Learners, Socioeconomically Disadvantaged (Actions 1.6, 1.27, 1.29, 1.30)
College/Career Readiness: English Learners, Students with Disabilities (Actions 1.31, 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Gretchen Higgins Elementary:
English Learner Progress: English Learners (Action 1.8)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at John Knight Middle School:
Suspension Rate: Students with Disabilities (Action 2.2)
English Language Arts: English Learners, Socioeconomically Disadvantaged, Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Maine Prairie High School:
Suspension Rate: Socioeconomically Disadvantaged, Hispanic (Action 2.2)
Graduation Rate: Socioeconomically Disadvantaged (Action 2.6)
College/Career Readiness: English Learners, Socioeconomically Disadvantaged, Hispanic, White (Actions 1.31 2.7)

The list below summarizes the Student Groups that scored RED on the 2023 CA School Dashboard at Tremont Elementary:
Suspension Rate: Students with Disabilities (Action 2.2)
English Language Arts: English Learners, Students with Disabilities (Actions 1.6, 1.21, 1.29, 1.30)
Mathematics: Students with Disabilities (Actions 1.6, 1.27, 1.29, 1.30)

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Learning Recovery Block Grant (LREBG):

The district has $1,992,752.00 of unspent LREBG funding. The district utilized the 2025-2026 year as a planning year to engage with educational partners and complete a Needs Assessment. Based on the Needs Assessment, the district will spend $1,778,815 in the 2026-27 school year on the following actions and services:

- 1.08 Targeted ELD Instruction
- 1.09 ELD Instructional Coaching and Professional Development
- 1.10 Teacher Professional Development for English Learners and Long-Term English Learners
- 1.13 Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners
- 1.15 Elementary Reading and Math Supports for Multilingual Language Learners

- 1.16 Class-size Reduction
- 1.18 District Librarians and Library Technicians
- 1.20 Expanded Support Staff for Data Monitoring and Planning
- 1.21 Teachers on Special Assignment for Reading Intervention
- 1.27 Mathematics Professional Development and Alignment
- 2.03 Actions and Initiatives to Improve Attendance Rates for Unduplicated Pupils
- 2.05 Site-Based Mental Health Clinicians and Interns
- 2.09 School Safety, Climate and Behavior Intervention Programs
- 3.02 Engage with Community Partners to Increase Opportunities for Students
- 3.04 Bilingual Parent Liaison Program

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Although Dixon Unified School District is not eligible for Year 1 Differentiated Assistance based on the 2025 CA Dashboard, the district is eligible for Year 2 DA support based on the 2024 CA Dashboard. Based on the 2024 CA Dashboard, it is eligible for LTEL students in Chronic Absenteeism (Priority #5) and Suspension (Priority #6).

A review of the 2025 California School Dashboard demonstrates several important areas of progress for LTEL students while also identifying persistent achievement gaps and engagement challenges that continue to require focused district attention.

Areas of Progress:

One of the strongest indicators of growth for LTEL students is reflected in the English Learner Progress Indicator (ELPI). Districtwide LTEL progress improved by 5.4 percentage points, with 50.4% of LTEL students making progress toward English proficiency. The LTEL subgroup earned a Green performance level on this indicator, demonstrating that targeted language acquisition supports are helping more students progress toward proficiency.
Secondary schools also demonstrated improvement in LTEL language acquisition. Secondary LTEL students increased English Learner Progress by 3.3 percentage points, with 47.4% of students making progress toward English proficiency.
The Student English Language Acquisition Results further reinforce this progress. Districtwide Summative ELPAC results show that 45.1% of English Learners progressed at least one ELPI level in 2025, an increase from 39.4% in 2024. Additionally, the percentage of students maintaining ELPI Levels 1–3H increased from 36.1% to 40.7%. These trends suggest that districtwide ELD implementation and instructional supports are helping more multilingual learners sustain or accelerate language growth.
Districtwide chronic absenteeism for LTEL students declined by 1.4 percentage points to 35.7%, reflecting some improvement in student attendance and school engagement. Secondary LTEL absenteeism also declined by 1.6 percentage points.
Although absenteeism rates remain high, the downward trend suggests that attendance outreach, family engagement efforts, and student support systems may be positively impacting student participation and connection to school.

Areas of Concern:

Chronic Absenteeism
Although absenteeism rates improved slightly, chronic absenteeism remains a major concern for LTEL students. Districtwide LTEL students were chronically absent at a rate of 35.7%, significantly above district averages.
At the secondary level, LTEL chronic absenteeism remained particularly concerning at 37.5%. Chronic absenteeism directly impacts instructional continuity, academic progress, and student connectedness, especially for students already experiencing language and academic challenges.
These data reinforce the need for continued family outreach, attendance interventions, relationship-building practices, transportation and wellness supports, and proactive engagement systems that help LTEL students remain consistently connected to school.

Suspension Rates and School Climate
Suspension rates for LTEL students continue to indicate concerns related to school climate and student engagement. Districtwide LTEL suspension rates increased to 7.7%, while secondary LTEL suspension rates remained significantly elevated.
Although some elementary sites maintained relatively low suspension rates, the disproportionate impact of discipline on LTEL students suggests a continued need for restorative practices, culturally responsive supports, social-emotional interventions, and proactive behavioral systems.

Actions to Support Behavior and Suspension Reduction for LTEL Students:

1. Goal 2, Action 2.12: PBIS Coaching and Implementation
Description: This action includes PD for staff in cultural competency, social-emotional learning (SEL), restorative practices, and trauma-informed strategies. It also includes coaching for PBIS and structured non-instructional supervision.
Relevance to LTELs: As unduplicated pupils, including LTELs, are overrepresented in discipline data, this action targets school climate and culturally responsive strategies that indirectly benefit LTELs by improving behavior outcomes and reducing suspensions.
Scope: LEA-wide
Targeted Needs: Suspension rates (red for multiple groups), behavior support, SEL, and school safety.

2. Goal 2, Action 2.4: Social-Emotional and Behavioral Leadership and Coordination
Description: Funds a leadership team to coordinate SEL, mental health, and behavior supports districtwide.
Relevance to LTELs: Supports systems that proactively reduce behavior incidents and suspensions among LTELs and other unduplicated students.
Targeted Indicators: Suspension rate, chronic absenteeism.

3. Additional Supports Mentioned in the Narrative
Actions and services such as peer mentorship, anti-bullying programs, drug/alcohol intervention alternatives to suspension, and increased campus supervision are all part of a broader strategy aimed at reducing suspensions and improving safety for unduplicated students, including LTELs.

Actions to Support Improved Attendance for LTEL Students:

1. Goal 1, Action 10: Teacher Professional Development for LTELs
Description: Provide focused PD on embedded ELD strategies and specifically designed PD in increase the academic achievement and outcomes of our LTELs.

2. Goal 1, Action 15: Elementary Reading and Math Supports for MLLs.
Description: This action is especially critical for Long-Term English Learners (LTELs), who often face persistent challenges with academic language and literacy despite years of instruction. By embedding ELD intervention within a literacy-focused framework, the district provides sustained, high-leverage support that addresses the complex linguistic and academic needs of LTELs, helping them progress toward reclassification and succeed in core subjects.

3. Goal 2, Action 2.3: Actions and Initiatives to Improve Attendance Rates for Unduplicated Students
Description: Utilizes bilingual liaisons, site teams, and partnerships (e.g., with Attendance Works and Solano COE) to identify and intervene early with students at risk for chronic absenteeism.
Relevance to LTELs: LTELs are included in the unduplicated count. The data-driven, root-cause-based strategies are aimed at improving attendance specifically for these student groups.
Scope: Principally directed to unduplicated student groups
Metrics: Chronic absenteeism, average daily attendance.

4. Goal 2, Action 2.12: PBIS Coaching and Implementation
Description: Provides staff training and site-level coaching in PBIS to proactively address behavioral issues, increase student engagement, and improve attendance.
Relevance to LTELs: As part of unduplicated groups in high-need categories, LTEL students benefit from systemwide climate improvements that increase their school connection and daily attendance.
Scope: LEA-wide.
Summary of Impact for LTEL Students

While the LCAP does not specifically isolate LTEL students in each action, they are consistently included within "unduplicated pupil groups." The actions described above collectively aim to:

- Reduce suspensions via restorative practices, SEL, and behavior interventions.
- Improve attendance through targeted outreach, family engagement, and coordinated leadership.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Maine Prairie High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Dixon Unified School District (DUSD) supports Maine Prairie High School (MPHS) in developing its comprehensive support and improvement plan through a collaborative systems-improvement approach focused on student achievement, engagement, and long-term college and career readiness outcomes. MPHS works closely with district leadership and Solano County Office of Education to develop, implement, monitor, and continuously refine its School Plan for Student Achievement (SPSA). The school and district to engage in a structured analysis of schoolwide systems, instructional practices, and student supports in order to identify areas of strength and areas requiring targeted improvement. This directly informs the development of MPHS's SPSA and guides the school's priorities, actions, and resource allocation. DUSD also provides ongoing technical assistance and coaching to MPHS through regular collaboration around student achievement data, California School Dashboard indicators, graduation outcomes, attendance patterns, English Learner progress, and other local measures. District and site leaders work together to evaluate the effectiveness of implemented actions and services, identify barriers impacting student success, and adjust supports to better meet student needs.

One of the District's primary improvement strategies is the districtwide implementation of AVID (Advancement Via Individual Determination) as both an academic support framework and a preventative intervention system. DUSD has intentionally expanded AVID practices across all secondary schools to ensure students develop the organizational, academic, critical thinking, and self-advocacy skills necessary to succeed in rigorous coursework and remain on track for graduation. AVID continues to play a particularly important role in supporting students who have historically been underrepresented in college and career pathways, including English Learners, socioeconomically disadvantaged students, and students at risk of disengagement from school.
By embedding AVID instructional strategies into core classroom instruction and school culture, the District seeks to intervene early before students fall significantly behind academically or become disconnected from school. This preventative approach is especially critical because many of the students who enroll at MPHS have experienced significant academic interruptions, chronic absenteeism, credit deficiencies, behavioral challenges, or disengagement from traditional school settings. Through districtwide AVID implementation, DUSD aims to reduce the number of students requiring continuation school placement while simultaneously strengthening supports for students currently attending MPHS.

At Maine Prairie High School, AVID implementation is a transformative component of the school's instructional program. District support includes AVID professional development, instructional coaching, collaborative planning opportunities, and ongoing partnership with the AVID Center. This work has been especially impactful in redefining instructional practices at MPHS and strengthening student engagement, academic discourse, organizational systems, and college and career readiness practices within the alternative education setting.

DUSD and MPHS are also collaborating directly with the AVID Center as part of the development of tools and measures specifically designed to evaluate the effectiveness of AVID implementation within continuation and alternative education environments. This partnership reflects the District’s commitment to innovation, continuous improvement, and ensuring that evidence-based practices are effectively adapted to meet the unique needs of alternative education students.

In addition, DUSD is engaged in Improvement Science work in partnership with SCOE focused specifically on improving outcomes for secondary English Learners. District data demonstrates that a disproportionate number of English Learners complete their educational journey at MPHS, and too many graduate without fully meeting college and career readiness standards. Through this collaborative Improvement Science process, the District is working to identify systemic barriers, strengthen instructional practices, improve language acquisition supports, and increase graduation and postsecondary readiness outcomes for English Learners. This work aligns directly with the District’s mission to ensure all students graduate prepared for college, career, and life.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The District utilizes a continuous improvement process to monitor, evaluate, and refine Maine Prairie High School’s Comprehensive Support and Improvement (CSI) Plan in order to ensure meaningful progress toward improved student outcomes. Each year, Maine Prairie High School presents its School Plan for Student Achievement (SPSA) and CSI improvement efforts to the Board of Education and the broader school community. During these presentations, school leadership and staff share how the plan was developed through meaningful engagement with students, families, staff, and community partners. The site also reviews the comprehensive needs assessment process used to identify priority areas, including analysis of California School Dashboard indicators, graduation data, attendance patterns, English Learner progress, credit completion, student engagement data, and other local performance measures. The annual presentation provides an opportunity for the school to communicate its identified goals, expected outcomes, planned actions and services, and the budgetary investments aligned to support implementation.

Progress monitoring also occurs throughout the school year through ongoing collaboration between the school site and district leadership. Maine Prairie High School administration regularly shares goal progress, implementation updates, and student outcome data during district principal meetings and leadership collaboration sessions. These structured opportunities allow district and site leaders to analyze trends, identify successes and barriers, and make adjustments to strategies and supports in real time. When updated California School Dashboard results are released, Maine Prairie High School leadership engages staff in a comprehensive review of the data to ensure a shared understanding of school performance, student group outcomes, and areas requiring additional attention. These collaborative data discussions help staff identify root causes, refine instructional and intervention practices, and determine critical next steps to improve student achievement, engagement, graduation rates, and college and career readiness outcomes.
The District also partners with the AVID Center to evaluate the effectiveness of schoolwide systems and instructional practices at Maine Prairie High School. District staff, site leadership, and AVID Center representatives utilize the Small School AVID College and Career Readiness Indicator (CCI) Rubric to measure progress in strengthening instructional systems, school culture, leadership capacity, and student supports within the alternative education setting. This tool provides valuable feedback regarding implementation fidelity and helps guide continuous improvement efforts aligned to the school’s CSI goals.

Together, these monitoring structures ensure that the CSI Plan remains a living document grounded in evidence-based decision-making, continuous reflection, and responsive action.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	Parents and guardians participate in district decision-making and work to improve the educational experience for all students. PAC provides a platform for parents to voice their opinions, offer suggestions, and collaborate with the staff around annual planning efforts. In the 2025-26 school year, PAC met monthly in the spring.
Teachers	District staff presented the CA School Dashboard to all principals when it was released. The intent of this initial presentation was to ensure full understanding of the Dashboard and its results, as well as to generate conversations at the site level about next steps. Principals were requested to share the data with their teachers and requested feedback which was shared with district leadership. Subsequent to these meetings, an LCAP survey was provided to teachers where they could provide feedback and suggestions.
Principals	Principals meet monthly with the Assistant Superintendent of Educational Services and other staff to discuss progress on LCAP goals. Wednesday, September 17, 2025 Wednesday, October 15, 2025 Wednesday, November 12, 2025 Wednesday, December 17, 2025 Wednesday, January 14, 2026 Wednesday, February 4, 2026 Wednesday, March 11, 2026 Wednesday, April 8, 2026

Educational Partner(s)	Process for Engagement
Administrators, SELPA	A district administrator at a minimum, meets bi-weekly to consult on progress toward District goals. The district administrator also meets weekly with the Executive Director of Educational Services to consult. The Superintendent and the Director of Special Education have a monthly meeting with the SELPA to review and seek feedback on the LCAP goals, progress, and adjustments that may need to be made.
Support Staff	Support staff who are directly linked to actions and services outlined in the LCAP, such as Parent Liaisons and Compliance Specialists, have standing meetings with District leaders to consult on needs with regard to the initiatives they support.
Local Bargaining Units of the LEA	Dixon Teachers Association (DTA) leaders participate in joint labor management meetings with District leadership to discuss concerns related to their members. The leadership of SEIU 1021, our local classified bargaining unit, participates in joint labor management meetings with District leadership to discuss concerns related to their members.
Parents	Parents are invited to participate in a variety of school-based groups, such as School Site Councils, English Language Advisory Councils, and Parent Teacher Organizations, to provide feedback and ideas to leaders with regard to the site. Principals act as a conduit to District staff so that these local priorities can be incorporated into the District's LCAP. Finally, staff created and distributed a survey to all parents in the spring to gather input to influence the final LCAP.
Student Advisory Committee	The Student Advisory Committee (SAC) provides a process for engaging secondary students in meaningful dialogue about their educational experience. Student representatives from middle and high schools collaborate with district staff to share insights, offer feedback, and discuss school climate, academic programs, and student needs. This process ensures that student voice is included in decision-making and helps inform district goals, policies, and initiatives from a student-centered perspective.
District English Language Advisory Council (DELAC)	The DELAC meets at least four times annually and discussions generally focus on services for English Learners in the District. Items specific to the LCAP frequently populate the agenda, and the council

Educational Partner(s)	Process for Engagement
	looks at a final summary of the Goals, Actions, and Services prior to it going to the Board in June. November 5, 2025 January 28, 2026 February 26, 2026 March 25, 2026 April 23, 2026 May 28, 2026
Migrant Education Parent Advisory Council (Migrant PAC)	The Migrant PAC meets monthly throughout the year to focus on services for Dixon Unified's migrant student population. At a meeting in the fall and the spring, the LCAP is reviewed for input.
Board Meetings	Board of Education meetings are opportunities for the Board to become better informed about actions by staff across the district, the cost of those actions, and to receive updates on data to monitor actions. Throughout the year, at these meetings, staff provide a series of updates on these topics for the Board. Thursday, September 18, 2025 Thursday, October 23, 2025 Thursday, November 20, 2025 Thursday, December 11, 2025 Thursday, January 15, 2026 Thursday, February 5, 2026 Thursday, March 5, 2026 Thursday, April 16, 2026 Thursday, May 21, 2026 Thursday, June 11, 2026 Thursday, June 18, 2026
District Staff Meetings	District Staff meetings are opportunities for district leaders to share important updates about various district actions and initiatives and to receive feedback from staff. July 25, 2025 August 22, 2025 September 19, 2025

Educational Partner(s)	Process for Engagement
	October 17, 2025 November 21, 2025 December 15, 2025 January 16, 2026 March 6, 2026 May 22, 2026
Superintendent Council Meetings	Superintendent Council meetings are educational partner sessions aimed to gather input on desired programs and initiative across the district and to inform partners about the progress of those actions. They take place monthly from August through May.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Dixon Unified School District values the voices of students, families, staff, and community members as partners in shaping the District's Local Control and Accountability Plan (LCAP). The District synthesized the input and feedback from educational partners throughout the year, including from an educational partner survey to gather feedback regarding district strengths, areas for growth, and priorities connected to the District's LCAP goals. Educational partners participating in the survey included parents, teachers, classified staff, students, administrators, and community members representing every school site in the district. Educational partners included families of English Learners, students with disabilities, and individuals representing diverse racial and ethnic backgrounds.

The feedback gathered through this process provided valuable insight into the experiences, perceptions, and priorities of the Dixon Unified community. Educational partners consistently highlighted the district's strong sense of community, caring staff, academic opportunities, and commitment to student wellness as important strengths. At the same time, respondents identified areas requiring continued focus, including teacher retention, academic rigor, communication, student behavior supports, mental health services, family engagement, and equitable opportunities for all students. The District carefully analyzed feedback themes and used them to inform priorities, actions, and services within each LCAP Goal area.

Goal 1: Engage all students in standards-aligned rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.

Educational partners express strong appreciation for the District's ongoing efforts to provide students with rigorous academic programs, supportive teachers, and access to college and career readiness opportunities. Families and staff highlighted the District's standards-aligned curriculum, AVID implementation, bilingual programs, Advanced Placement coursework, Career Technical Education (CTE) pathways, and college preparatory focus as important strengths supporting student achievement. Many specifically praise the District's emphasis on literacy, academic rigor, and opportunities that prepare students for postsecondary success.

Educational partners also consistently identify caring and knowledgeable teachers as one of the District's greatest strengths. They recognize teachers’ dedication to student growth, professional collaboration, and commitment to building positive relationships with students. Families and staff acknowledged the impact of enrichment opportunities, extracurricular activities, and after-school supports that contribute to student engagement and academic success. Communication tools such as ParentSquare and ongoing family involvement in learning were also identified as valuable supports connected to Goal 1.

While educational partners acknowledge many strengths, they also emphasize several priorities for improvement that significantly influenced the development of Goal 1 actions and services. A consistent theme is the need to continue strengthening instructional rigor while ensuring students receive foundational academic support. Partners request stronger elementary literacy instruction, additional honors and Advanced Placement courses, dual enrollment opportunities, and expanded CTE pathways.

Educational partners strongly emphasize the need to recruit, develop, and retain highly qualified teachers and support staff. Feedback consistently identifies teacher retention, competitive salaries, and staffing shortages as critical issues impacting student learning. They advocate for additional counselors, paraeducators, intervention staff, and others to better support academic and social-emotional needs. This feedback directly influenced the District’s continued focus on staffing stability, professional development, intervention systems, and expanded student supports within Goal 1.

Educational partners also emphasize the importance of equitable access and culturally responsive instruction. Families request stronger support for English Learners, students with disabilities, and historically underserved student groups through targeted interventions, inclusive practices, and improved communication. Respondents also encouraged the District to continue celebrating diversity while fostering welcoming and inclusive learning environments across all campuses.

As a result of educational partner feedback, Goal 1 actions and services continue to prioritize:

- Teacher recruitment and retention;
- High-quality curriculum and instruction;
- Expanded college and career readiness opportunities;
- Intervention and academic support systems;
- Student engagement and enrichment opportunities;
- Support for English Learners and students with disabilities; and
- Equitable access to rigorous learning opportunities for all students.

Goal 2: Engage all students in social emotional and behavioral learning which ensures engaging, safe, healthy, and culturally responsive schools so that all students graduate college and career ready.

Educational partner feedback strongly reinforces the importance of maintaining safe, welcoming, and supportive school environments that prioritize student wellness and belonging. Partners identify counseling supports, social-emotional learning (SEL) practices, Positive Behavioral Interventions and Supports (PBIS), restorative practices, and staff relationships with students as important strengths supporting Goal 2. Families and staff consistently note that caring adults, positive school cultures, and emotional supports contribute significantly to students’ sense of safety and connection at school.

Educational partners also recognize efforts to celebrate diversity, build inclusive school cultures, and provide programs that help students feel connected to school. Programs such as WEB, student leadership opportunities, assemblies, cultural celebrations, and relationship-building initiatives were highlighted as positive examples of the District’s efforts to support student belonging and engagement. Communication through ParentSquare and proactive outreach from teachers and administrators were also viewed as important factors contributing to positive school culture.

At the same time, educational partners express significant concern regarding student behavior, bullying, campus safety, and consistency in discipline practices. They emphasize the need for stronger enforcement of behavioral expectations, increased accountability, and more consistent discipline systems across all school sites. Some respondents identified concerns regarding middle school behavior, bullying, and communication challenges, particularly at John Knight Middle School. Educational partners requested additional supports to ensure all students feel physically and emotionally safe while at school.

Mental health and wellness supports were another major theme influencing Goal 2 development. Educational partners requested expanded access to counselors, mental health clinicians, social skills groups, and emotional regulation supports. Families and staff emphasized the need for continued investment in SEL instruction, restorative practices, and proactive behavioral interventions that support students before problems escalate. They also advocate for additional staffing to address student needs more effectively.
Educational partners further highlight the importance of culturally responsive and inclusive practices. Families express a desire for schools to continue fostering environments that celebrate diversity, promote equity, and ensure all students feel respected and valued regardless of background, identity, or ability. They also emphasize the importance of anti-bullying efforts and maintaining respectful school environments for every student.

Based on this feedback, Goal 2 actions and services continue to prioritize:

- Student safety and positive school climate;
- Social-emotional learning and mental health supports;
- Consistent behavior expectations and restorative practices;
- Counseling and wellness services;
- Inclusive and culturally responsive school environments; and
- Strong relationships between students, staff, and families.

Goal 3: Engage families and the community to form active partnerships to ensure the academic and social growth of students.

Educational partners consistently emphasize the importance of strong communication, transparency, and meaningful partnerships between schools and families. They identify ParentSquare, regular superintendent updates, social media communication, family events, and outreach efforts as positive examples of the District’s commitment to engaging educational partners. Families appreciate opportunities to attend assemblies, cultural events, rallies, and school activities that help strengthen school-community connections.
Educational partners also recognize the efforts of principals, assistant principals, teachers, and support staff who maintain visible and responsive relationships with families. Many highlight the importance of early and ongoing communication regarding student progress, school events, and available supports. Families express appreciation for school staff who actively build relationships and encourage family participation in decision-making processes and academic support programs.

Despite these positive comments, educational partners express a strong desire for increased communication consistency, greater

transparency, and expanded opportunities for authentic family engagement. Families request clearer, more frequent communication using multiple formats, including emails, texts, phone calls, flyers, and updated websites. They also emphasize the need for accurate translations and stronger bilingual outreach to ensure all families can fully participate in the educational process.
Another major theme is the desire to continue to build trust with new site and district leadership. Families emphasize the importance of creating welcoming school environments where parents feel heard, respected, and valued as partners in student success. They also encourage the District to provide more opportunities for parent voice, including feedback opportunities, workshops, principal coffee chats, and collaborative decision-making structures.

Educational partners further identify the need for stronger follow-up regarding attendance, behavior, and student supports, along with additional staffing to improve responsiveness and family communication. They emphasize the importance of shared responsibility between schools and families in supporting student achievement, attendance, and behavior expectations.

As a result of educational partner feedback, Goal 3 actions and services continue to prioritize:

- Clear, timely, and transparent communication;
- Expanded family engagement opportunities;
- Multilingual communication and translation services;
- Educational partner voice and participation in decision-making;
- Relationship-building between schools and families; and
- Community partnerships that support students and families.

The District’s educational partners provided meaningful input that directly informed the development of the LCAP priorities, actions, and services. Across all goal areas, educational partners emphasized the importance of maintaining the District’s strong sense of community while continuing to strengthen academic achievement, student wellness and school climates, family engagement, communication, staffing stability, and equitable opportunities for all students. The District remains committed to using educational partner feedback as a critical component of continuous improvement. The feedback affirms that families, students, staff, and community members value the caring relationships and community-centered culture that define Dixon Unified School District, while also challenging the District to continue improving systems, supports, and opportunities for every student.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engage all students in standards-aligned rigorous curriculum and learning that ensures preparation for college, career, and success in a global society.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dixon Unified School District is committed to its mission of closing the achievement gap and ensuring that all students graduate prepared for college, career, and success in a global society. To advance this mission, the District employs a coherent, system-wide approach that emphasizes the alignment of curriculum, instruction, leadership, and learning environments to support high levels of student achievement.

In establishing this broad goal, the District has identified the need to ensure that all students, regardless of their starting point, have equitable access to rigorous, standards-aligned curriculum and high-quality instruction. This goal reflects the District's commitment to addressing disparities in student outcomes by implementing coordinated and strategic actions and services designed to improve teaching and learning conditions across all schools.

Through this goal, Dixon Unified School District will focus on ensuring that state standards are consistently implemented, that students are provided access to appropriate coursework and targeted supports, and that instructional practices are responsive to diverse student needs. These efforts are intended to improve pupil outcomes, as measured by state and local indicators, for all student groups across all grade levels, in alignment with California's State Priorities and the Local Control Funding Formula.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to Standards-aligned Materials: CA	2023 CA School Dashboard:	2024 CA School Dashboard:	2025 CA School Dashboard:	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Dashboard Local Indicator #1- Percent of Students with Access to Their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home (Priority 1)	100%	100%	100%		
1.2	CA School Dashboard Local Priority: Instances Where Facilities Meet the "Good Repair" Standard (Priority 1)	2023 CA School Dashboard: Anderson: Yes Gretchen Higgins: Yes Tremont: Yes John Knight Middle School: No Dixon High School: No Maine Prairie HS: Yes	2024 CA School Dashboard: Anderson: No Gretchen Higgins: No Tremont: Yes John Knight Middle School: Yes Dixon High School: Yes Maine Prairie HS: Yes	2025 CA School Dashboard: Anderson: No Gretchen Higgins: No Tremont: No John Knight Middle School: Yes Dixon High School: No Maine Prairie HS: Yes	Yes for all schools	Declined to not meeting: Anderson, Gretchen Higgins, Tremont, Dixon High School Improved or continued to meet: John Knight Middle School, and Maine Prairie HS
1.3	CAASPP ELA: Percent of students meetings standards by scoring level 3 or 4 from ETS/CAASPP Reporting Website. (Priority 4)	2023 CAASPP Results: All: 34.18% Hispanic/Latino: 28.57% White:43.72% English Learners: 9.15% Long-Term English Learners: 4.72% Socio-Economically Disadvantaged: 26.77% Students w/ Disabilities: 12.44%	2024 CAASPP Results All: 34.7% Hispanic/Latino: 30.4% White: 41.3% English Learners: 9.9% Long-Term English Learners: 9.7% Socio-Economically	2025 CAASPP Results All: 32.15% Hispanic/Latino: 27.46% White: 39.01% English Learners: 8.71% Long-Term English Learners: 5.4% Socio-Economically	Improve all metrics by 2% over Baseline	All: decreased 2% Hispanic/Latino: decreased 1% White: decreased 4.7% English Learners: decreased .4% Long-Term English Learners: improved .68% Socio-Economically Disadvantaged: improved .21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged: 29.2% Students w/ Disabilities: 6.7%	Disadvantaged: 26.98% Students w/ Disabilities: 6.88%		Students w/ Disabilities: decreased 5.5%
1.4	Implementation of State Standards: Percent of students meeting end of year grade level standards on iReady assessments as Reported in iReady System. (Priority 2)	Spring 2024 ELA: 35% Math: 27%	Spring 2025 ELA: 33% Math: 20%	Winter 2026: ELA: 31% Math: 19%	Improve all metrics by 2% over Baseline	ELA decreased 2% Math decreased 7%
1.5	Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential Local Data on Staff Vacancy Data	2023 CA School Dashboard: 85.4% Local Data (% Clear Credential): 2023-2024: 66% Local Data (Staff Vacancies): 2023-2024: 12%	2024 CA School Dashboard: 85.3% Local Data (% Clear Credential): 2024-2025: 64% Local Data (Staff Vacancies): 2024-2025 19%	2025 CA School Dashboard: 75.9% Local Data (% Clear Credential): 2025-26 56% Local Data (Staff Vacancies): 2025-2026 14%	CA Dashboard: 90% Local Data on Percent of Teachers with a Clear Credential: 68% Local Data on Staff Vacancies: 10%	CA Dashboard: Decreased 9.5% Local Data on Percent of Teachers with a Clear Credential: Decrease 10% Local Data on Staff Vacancies: Increased by 2%
1.6	CAASPP Math: Percent of students meeting standards by scoring level 3 or 4 from ETS/CAASPP Reporting Website.. (Priority 4)	2023 CAASPP Results: All: 25.16% Hispanic/Latino: 19.27% White: 33.33% English Learners: 4.46%	2024 CAASPP Results: All: 24.0%% Hispanic/Latino: 19.9% White: 29.8%	2025 CAASPP Results: All: 24.03% Hispanic/Latino: 21.25% White: 28.24%	Improve all metrics by 2% over Baseline	All: decreased 1% Hispanic/Latino: improved 2% White: decreased 5% English Learners: improved 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 0.94% Socio-Economically Disadvantaged: 19.51% Students w/ Disabilities: 10.14%	English Learners: 6.8% Long-Term English Learners: 7.6% Socio-Economically Disadvantaged: 19.5% Students w/ Disabilities: 6.9%	English Learners: 8.04% Long-Term English Learners: 8.11% Socio-Economically Disadvantaged: 20.31% Students w/ Disabilities: 6.88%		Long-Term English Learners: improved 7% Socio-Economically Disadvantaged: increased .8% Students w/ Disabilities: decreased 3.26%
1.7	CAASPP ELA: School performance level on CA School Dashboard for Academic Performance. (Priority 4)	2023 Dashboard: Anderson: Orange Gretchen Higgins: Yellow Tremont: Yellow John Knight MS: Orange Dixon HS: Green Maine Prairie HS: No Performance Color	2024 Dashboard: Anderson: Orange Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: No Color	2025 Dashboard: Anderson: Yellow Gretchen Higgins: Red Tremont: Yellow John Knight MS: Orange Dixon HS: Orange Maine Prairie HS: No Color	Improve all to Yellow, Green or Blue	Anderson: improved to yellow Gretchen Higgins: decreased to red Tremont: same John Knight MS: same Dixon HS: decreased to orange Maine Prairie HS: No Color
1.8	CAASPP Math: School performance level on CA School Dashboard for Academic Performance. (Priority 4)	2023 Dashboard: Anderson: Orange Gretchen Higgins: Yellow Tremont: Orange John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: No Performance Color	2024 Dashboard: Anderson: Orange Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Orange Dixon HS: Yellow Maine Prairie HS: No Color	2025 Dashboard: Anderson: Orange Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Orange Dixon HS: Orange Maine Prairie HS: No Color	Improve all to Yellow, Green or Blue	Anderson: same Gretchen Higgins: decreased to orange Tremont: improved to yellow John Knight MS: decreased to orange Dixon HS: same Maine Prairie HS: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner Progress Indicator: School Performance Level on CA School Dashboard for English Learner Progress. (Priority 4)	2023 Dashboard: Anderson: Yellow Gretchen Higgins: Red Tremont: Green John Knight MS: Blue Dixon HS: Yellow Maine Prairie HS No Performance Color	2024 Dashboard: Anderson: Yellow Gretchen Higgins: Yellow Tremont: Red John Knight MS: Yellow Dixon HS: Red Maine Prairie HS No Color	2025 Dashboard: Anderson: Orange Gretchen Higgins: Yellow Tremont: Orange John Knight MS: Yellow Dixon HS: Green Maine Prairie HS No Color	Improve all to Yellow, Green or Blue	Anderson: decreased to orange Gretchen Higgins: improved to yellow Tremont: decreased to orange John Knight MS: decreased to yellow Dixon HS: increased to green Maine Prairie HS No Color
1.10	Percentage of Students Completing UC/CSU "A-G" Requirements as reported on DataQuest. (Priority 4)	2023 Graduating Class: 35.2%	2024 Graduating Class: 34%	2025 Graduating Class: 38%	45%	Increased 3%
1.11	EL Reclassification Rate: Percent of English Learners who reclassify to Fluent English Proficient as Reported in ELLevation. (Priority 4)	2023-2024 Totals: 7%	2024-2025 7.5%	2025-2026 14.8%	10%	Increased 7.8%
1.12	Implementation of programs and services to ensure English Learner access to CCSS and ELD standards: Percent of Elementary Designated ELD Lessons with ELD	2023: 100%	2024: 100%	2025: 100%	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards Alignment as Observed During Walkthroughs Using Program Walkthrough Tool. (Priority 2)					
1.13	AP Pupil Achievement: AP Percentage of AP students with passing exam scores (3+) as Reported on AP Central. (Priority 4)	2023: 65.82%	2024: 51%	2025: 59%	68%	Decreased 15%
1.14	Early Assessment Program: Percent of pupils demonstrate college preparedness by scoring a "4" on ELA and Math CAASPP as reported in AERIES LCAP Dashboard. (Priority 4)	2023: ELA: 20% Math: 6.4%	2024: ELA: 16.7% Math: 7.5%	2025: ELA: 18.06% Math: 8.8%	Improve all metrics by 2% over Baseline	ELA: decreased 2% Math: increased 2.4%
1.15	College/Career Indicator: Percentage of Students Graduating College and Career Ready as Defined on CA School Dashboard. (Priority 4)	2023 CA School Dashboard: Overall: Low Dixon HS: Medium Maine Prairie HS: Very Low	2024 CA School Dashboard: Overall: Yellow Dixon HS: Green Maine Prairie HS: Red	2025 CA School Dashboard: Overall: Yellow Dixon HS: Yellow Maine Prairie HS: Red	Improve all to Yellow, Green or Blue	Overall: improved to Yellow Dixon HS: same Maine Prairie HS: same
1.16	AVID Implementation: Schools Progress Toward Achieving AVID Schoolwide as Define by AVID Coaching and Certification Instrument. (Priority 8)	2023: Anderson: Certified Dixon High School: Highly Certified Gretchen Higgins: Implementing	2024: Anderson: Implementing Dixon High School: Highly Certified	2025: Anderson: Certified Dixon High School: Emerging	Certified or Highly Certified for all	Anderson: increased to Certified Dixon High School: decreased to Emerging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John Knight Middle School: Certified Maine Prairie High School: Implementing Tremont: Certified	Gretchen Higgins: Implementing John Knight Middle School: Certified Maine Prairie: Implementing Tremont: Highly Certified	Gretchen Higgins: Certified John Knight Middle School: Emerging Maine Prairie: Implementing Tremont: Highly Certified		Gretchen Higgins: increased to certified John Knight Middle School: decreased to Emerging Maine Prairie: same Tremont: same
1.17	Percent of LCAP Created Positions Filled for the Entire Academic Year as reported on Personnel Vacancy Report. (Priority 1)	2023-24: 73%	2024-25: 73%	2025-26: 80%	75%	Improved 7%
1.18	Access to a Broad Course: CA School Dashboard Local Indicator (Priority 7)	February 2024: Standard Met	February 2025: Standard Met	February 2026: Standard Met	Standard Met	No change
1.19	Course Access and Programs and Services for Unduplicated Pupils: A-G Completion Rates for Unduplicated Students and Students with Disabilities (Priority 7)	2023: English Learners: 7.9% Socioeconomically Disadvantaged: 39.2% Homeless Youth: 29.4% Foster Youth: NA Students with Disabilities: 6.7% Migrant Education: 35.7%	2024: English Learners: 20% Socioeconomically Disadvantaged: 30.8% Homeless Youth: 19.2% Foster Youth: NA Students with Disabilities: 3.1% Migrant Education: 38.1%	2025: English Learners: 21.1% Socioeconomically Disadvantaged: 31.6% Homeless Youth: 22.6% Foster Youth: NA Students with Disabilities: 5.9% Migrant Education: 38.1%	Improve all metrics by 2% over Baseline	English Learners: improved 13.2% Socioeconomically Disadvantaged: decreased 7.6% Homeless Youth: decreased 6.8% Foster Youth: same Students with Disabilities: decreased .8% Migrant Education: increased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Met UC/CSU and Completed at Least One CTE Pathway as Reported on DataQuest (Priority 4)	2023: All: .7%	2024: All: 3.3%	2025: All: 3.2%	5%	Improved 2.5%
1.21	CAST Science: Percent meeting or Exceeding Standard	2023: All: 18.63% LTEL: 1.47%	2024: All: 18.57% LTEL: 0%	2025: All: 23.68% LTEL: 6.98%	Improve both metrics by 2% over Baseline	Increased 5% Increased 5.5%
1.22	Local Assessment in ELA: percent of all students at or above grade level	2023-2024 Local Assessment: iReady ELA Diagnostic 2: 31%	2024-2025 Local Assessment iReady ELA Diagnostic 2: 30%	2025-26 Local Assessment iReady ELA Diagnostic 2: 31%	Improve both metrics by 2% over Baseline	No change
1.23	Local Assessment in Math: percent of all students at or above grade level	2023-2024 Local Assessment: iReady Math Diagnostic 2: 20%	2024-2025 Local Assessment: iReady Math Diagnostic 2: 23%	2025-2026 Local Assessment: iReady Math Diagnostic 2:19%	Improve both metrics by 2% over Baseline	Decreased 1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

While the District has continued to implement several actions and services aligned to this goal, overall progress toward improving student achievement has been moderated by timeline for implementing of one of the goal's key strategies: investing in and strengthening the educator workforce. Competitive compensation is a critical lever for attracting, recruiting, and retaining highly qualified teachers, which in turn supports instructional quality, program continuity, and student outcomes.

In early spring 2026, DUSD and the Dixon Teachers Association reached a landmark three-year agreement that significantly modernizes teacher compensation and positions Dixon as a more competitive employer within the region. Rather than implementing a traditional across-the-board increase, the District utilized a strategic, data-driven approach to redesign the salary schedule in order to better attract and retain talented educators in a highly competitive labor market. Importantly, the agreement creates more predictable salary advancement structures, simplified professional pathways for educators, and aligned compensation with neighboring districts to ensure Dixon remains competitive in recruiting and retaining highly qualified staff.

While this action (1.6) is a notable milestone, it comes later than planned in this three-year LCAP, and we will now begin implementing. As a result, the impact of this strategy has not yet been realized and is not reflected in current student achievement data. The district anticipates that improvements in teacher recruitment, retention, and workforce stability resulting from these compensation investments will contribute to improved student outcomes in future years. The district will continue monitoring both staffing indicators and student performance data to evaluate the effectiveness of this investment as implementation progresses.

Dixon Unified School District implemented the majority of other actions and services designed to improve academic achievement, strengthen instructional practices, and increase college and career readiness opportunities for all students. Implementation remained focused on expanding equitable access to rigorous, standards-aligned instruction while building the systems and supports necessary to improve long-term student outcomes.

DUSD implemented targeted English Learner supports (Actions 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.22), including ELD instructional coaching, newcomer programming, and specialized staffing for multilingual learners. In addition, the District developed and began implementing a Multilingual Learner Strategic Plan that extends beyond the original scope of the LCAP action and provides a more comprehensive framework for supporting language acquisition and academic achievement.

The District also expanded efforts related to College and Career Readiness through continued AVID implementation (1.31) growth in Career Technical Education pathways, and the development of a districtwide College and Career Readiness Strategic Plan. New early literacy and mathematics curriculum were implemented across grade levels (1.13), supported by instructional coaching (1.26), intervention staffing (1.20, 1.21), and professional learning aligned to district priorities (1.25, 1.27). Professional development in AVID, ELD, literacy, mathematics, science, and PBIS supported consistent Tier I instructional practices across all school sites (1.29, 1.30).

The District acknowledges DUSD recognizes that systemic instructional improvements often require multiple years of consistent implementation before significant gains are reflected in student performance data. As measurable gains in English language arts and mathematics achievement have not yet fully materialized, the District will continue refining instructional practices, monitoring implementation fidelity, and investing in the people and systems necessary to accelerate student achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were three material differences between budgeted expenditures and estimated actual expenditures for Goal 1.

First, in spring 2026 DUSD and the Dixon Teachers Association reached a three-year agreement that significantly changed teacher compensation. The district experienced increased actual expenses (Action 1.6) by $260,000 as a result of staff receiving retroactive compensation for 2025-26 school year aligned with the new compensation agreement.

Second, costs associated with the district's purchase of curriculum (Action 1.13) were $52,000 higher than originally budgeted for. Supplemental pay for professional development outside regular hours (Action 1.29) to ensure all teachers were fully trained on the new curriculum exceeded estimates by $45,500. Both of these costs reflect the district's continued focus on strengthening Tier I instruction and addressing the specific academic needs of our unduplicated students.

Finally, the estimated actual expenditures for AVID (Action 1.31) exceeded planned expenditures by $30,000, primarily related to teacher professional learning. Training teachers who are new to the district in AVID is critically important as AVID is most effective when its strategies and practices are implemented consistently across all classrooms, creating a unified and equitable learning experience for every student.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

1. Targeted English Learner (EL) Supports (Actions 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.22).

Effectiveness:

The District’s expanded investment in multilingual learner supports resulted in some of the most significant areas of growth reflected on the California School Dashboard. Actions included ELD instructional coaching, newcomer programming, dedicated EL specialists, targeted secondary professional development, and the development of the District’s Multilingual Language Learner Strategic Plan. These coordinated efforts contributed to measurable improvement in outcomes for English Learners and Long-Term English Learners (LTELs).

Most notably, the English Learner Progress Indicator (ELPI) improved from Orange to Green at the district level, reflecting stronger progress toward English proficiency among multilingual learners. Site-level outcomes also demonstrated substantial improvement. Dixon High School improved from Red to Green in EL Progress, while Tremont Elementary improved from Red to Orange. In addition, the number of students reclassifying to Fluent English Proficient doubled, indicating that more students are successfully developing the academic language skills necessary to access grade-level curriculum and transition out of English Learner status.

Academic outcomes for multilingual learners also showed encouraging signs of growth, particularly in mathematics. While the percentage of English Learners meeting English Language Arts standards declined slightly by 1%, mathematics achievement increased by 3.5% for English Learners and by 7% for Long-Term English Learners. These gains suggest that targeted supports, improved instructional alignment, and increased focus on language acquisition are beginning to positively impact student achievement, especially in content areas where language scaffolds and instructional supports were strengthened.

The District also saw evidence that sites with higher multilingual learner populations benefited most from the expanded supports, indicating that intentional staffing, coaching, and strategic intervention models are producing positive outcomes where implementation was strongest.

Areas Continuing Need:

Despite these significant improvements, academic achievement data demonstrates that multilingual learners continue to perform substantially below standard in both English Language Arts and Mathematics. The slight decline in ELA proficiency indicates that language acquisition growth has not yet translated into consistent grade-level literacy performance for many students. Long-Term English Learners, in particular, continue to face persistent challenges with academic vocabulary, reading comprehension, analytical writing, and access to rigorous grade-level content.

In addition, implementation effectiveness varied across sites, suggesting a need for greater consistency in Tier I instruction, designated ELD practices, and intervention systems districtwide. While ELPI growth reflects strong progress toward language proficiency, the district recognizes that achieving long-term academic acceleration for multilingual learners will require sustained instructional improvement over multiple years.

Summary
Overall, the District's expanded investment in supporting multilingual learners yielded meaningful and measurable improvement, particularly in English Learner Progress, reclassification rates, and mathematics performance. The development and early implementation of the Multilingual Language Learner Strategic Plan established a stronger and more coherent districtwide approach to serving English Learners and LTELs.

The District anticipates continued improvement as broader instructional initiatives become fully implemented, including the successful rollout of the Walk to Read early literacy framework, strengthened Tier I instructional practices, and the adoption of a new mathematics curriculum designed to improve access and engagement for all learners. Continued focus on literacy acceleration, designated ELD implementation, and targeted intervention for LTEL students remains critical to sustaining and expanding these gains.

2. Continued Expansion of College and Career Readiness Actions (1.31)

Effectiveness:

The District continued to expand access to college and career readiness opportunities through AVID, Career Technical Education (CTE), Advanced Placement coursework, and early college initiatives. Although the College and Career Indicator (CCI) remained Yellow on the Dashboard, multiple indicators reflected positive progress and growing student access to rigorous postsecondary pathways.

The percentage of students completing UC/CSU A-G requirements increased by 3%, demonstrating that more students are graduating eligible for admission to four-year universities. The District also expanded Advanced Placement opportunities, increasing the number of AP course offerings available to students. In addition, two new CTE pathways were added, broadening access to career-focused learning opportunities aligned with student interests and workforce needs.
AVID continued to serve as a foundational districtwide strategy supporting college and career readiness for all students. Implementation was sustained and strengthened across schools through AVID elective courses, tutorials, college campus visits, collaborative site team structures, and ongoing professional development. Tremont Elementary maintained its “Highly Certified” AVID status, while Anderson and Gretchen Higgins improved from “Implementing” to “Certified,” reflecting stronger alignment with AVID instructional and organizational practices.

These efforts contributed to increased student exposure to college-going culture, academic goal setting, organizational skills, and rigorous coursework. Early indicators suggest that students are increasingly engaging in pathways connected to postsecondary readiness and career exploration.

Areas of Continuing Need:

While progress was evident, overall College and Career Indicator performance remained in the Yellow category, indicating that a substantial number of students are still not meeting the “Prepared” level. CTE sequence completion increased only modestly and remains low overall, suggesting that additional work is needed to strengthen pathway coherence, student participation, and program completion rates.

Similarly, while AP access expanded, student success rates on AP exams remain an area requiring continued attention, particularly for historically underserved student groups. Opportunities for college and career readiness are not yet consistently experienced across all sites or student populations. Middle school and alternative education students, in particular, continue to have more limited access to structured early college and career readiness experiences.

The District also recognizes that while AVID implementation has strengthened school culture and instructional practices, certification status alone does not guarantee improved student outcomes. Continued monitoring of implementation fidelity and impact on student achievement remains necessary.

Summary:
The District’s continued investment in AVID, CTE, AP coursework, and college readiness systems is beginning to produce measurable gains in student preparedness for postsecondary success. The implementation of the College and Career Readiness Strategic Plan provides a clear framework for expanding equitable access to rigorous coursework and career pathways districtwide. The District anticipates accelerated progress through continued expansion of CTE pathways, increased AP offerings, strengthened dual enrollment opportunities, and enhanced support systems for historically underserved students. Sustained investment in AVID and early college initiatives — particularly at the middle school and alternative education levels — will be essential to ensuring all students graduate prepared for college, career, and future success.

3. Curriculum & Supplemental Academic Supports (Actions 1.13, 1.15, 1.17, 1.18, 1.19, 1.20, 1.21)

Effectiveness:

During the 2025-2026 school year, the District implemented newly adopted early literacy and mathematics curriculum as part of a broader effort to strengthen Tier I instruction and improve coherence across grade levels. The adoption and launch of these instructional materials represented a major systems-level investment in improving academic outcomes and ensuring alignment to state standards and evidence-based instructional practices. The District also began implementation of the Walk to Read literacy framework and strengthened intervention systems intended to provide more targeted support for struggling learners.

Areas of Continuing Need:

Despite full implementation efforts, local ELA and mathematics assessment data remained largely flat during the initial months of implementation. CAASPP performance also declined slightly in both ELA and Mathematics, and Dashboard ratings remained Orange in both academic indicators. Students with Disabilities experienced continued academic regression, highlighting that newly implemented instructional systems have not yet translated into accelerated outcomes for all student groups.

These results suggest that while foundational systems are now in place, the District is still in the early stages of implementation. Teachers and staff continue to require time, support, coaching, and calibration to implement new curriculum with full fidelity and consistency across classrooms and sites.

The District also recognizes that supplemental supports such as intervention staffing and class-size reduction, while beneficial, have not yet produced the level of accelerated academic recovery needed following years of disrupted learning and widening achievement gaps.

Summary:
The District successfully implemented major instructional shifts during the year, establishing a stronger foundation for future academic growth. However, meaningful gains in student achievement will require sustained and proficient implementation of curriculum, intervention systems, and instructional practices over time.
Continued investment in instructional coaching, professional learning, intervention support, and progress monitoring will be necessary to ensure that Tier I instruction improves outcomes for all student groups, particularly Students with Disabilities, English Learners, and other historically underserved populations.

4. Professional Development and Instructional Coaching (Actions 1.25, 1.26, 1.27, 1.29, 1.30)

Effectiveness:

Professional learning and instructional coaching remained a significant district priority. Staff participated in ongoing professional development focused on AVID, English Language Development (ELD), newly adopted mathematics curriculum, science curriculum implementation, early literacy instructional practices, the science of reading, and Positive Behavioral Interventions and Supports (PBIS). The District expanded instructional coaching supports to strengthen classroom implementation and improve instructional consistency across schools. Professional development opportunities were fully delivered and aligned to key district initiatives, helping establish a stronger foundation for high-quality Tier I instruction districtwide. These efforts contributed to greater alignment in instructional practices, stronger implementation of district initiatives, and improved educator capacity in several priority areas, particularly literacy instruction and multilingual learner supports.

Areas of Continuing Need:

Although professional learning opportunities were fully implemented, student achievement outcomes indicate that improved instructional practice has not yet consistently translated into measurable academic gains across all student groups. Variability in implementation fidelity remains evident across classrooms and sites, particularly in the use of evidence-based literacy practices, intervention systems, and differentiated instruction for struggling learners.

The District also recognizes that professional development alone is insufficient without sustained coaching, monitoring, collaboration, and accountability structures that support long-term instructional change. New curriculum implementation, in particular, requires ongoing support beyond initial training sessions to ensure teachers can effectively translate learning into classroom practice.

Summary:
Professional development and instructional coaching established an important foundation for districtwide instructional improvement and strengthened educator capacity in several key areas. The District's commitment to aligned and sustained professional learning has supported implementation of major initiatives, including AVID, ELD, literacy acceleration, mathematics instruction, and PBIS. Moving forward, the District will continue focusing on deep implementation, instructional coherence, and ongoing coaching support to ensure professional learning results in measurable improvements in student achievement outcomes across all schools and student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In reflecting on progress toward Goal 1, the District is not making significant changes to the planned goals or actions for the coming year. In the prior year, the District made substantial revisions to align actions and services to identified student needs, and initial implementation indicates these changes are appropriate.

The District has added additional local metrics to most goals to strengthen progress monitoring and better measure the impact of implemented actions. These refinements will support more precise evaluation of outcomes and inform ongoing continuous improvement efforts. The shifts in the metrics under LCAP Goal 1 were made in direct response to thoughtful and constructive feedback from our educational partners. Educational Partners emphasized the importance of ensuring that our metrics accurately reflect implementation efforts and qualitative measures, in addition to the already strong alignment with the California School Dashboard indicators.

In response, the district conducted a comprehensive review and added additional metrics to 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.18, 1.20, 1.21, 1.22, 1.29, ands 1.31. The revised metrics maintain already robust California Dashboard-aligned achievement and growth metrics, while adding local program implementation, engagement, access, and qualitative metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strategic Supports for English Learners	This action is discontinued and being replaced by actions 1.6 and 1.7	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		(Actions to improve DUSD's recruitment and retention of high quality teachers, support staff, and administrators to ensure LCAP Goals are met. These actions include, but are not limited to, increased compensation to ensure DUSD is competitive with neighboring Districts. This action is needed to ensure full staffing, especially for targeted programs designed to meet the needs of prioritized pupils. In addition to compensation increases, the District will also create a recruitment and retention plan that addresses other factors which impact staffing, such as participating in job fairs, increasing staff satisfaction with non-compensation working conditions, and other activities germane to this critical need. This action has now moved into 1.6 and 1.7.)		
1.2	Recruitment and Retention of High Quality Staff	This action is discontinued and being replaced by actions 1.8 through 1.14 (Additional elementary FTE to create smaller ELD courses aligned with student grade and ELPAC level. This action is designed to go beyond the statutory requirements to accelerate student learning. ELD instructional coaching to coordinate professional learning, and assist in coordination of services. The coach(es) will provide direct support and training to designated ELD teachers and professional development on the use of integrated ELD strategies to ensure multilingual learners' needs are met throughout the instructional day. Secondary professional development on the use of embedded ELD strategies to increase achievement of Long Term English Learners. English Learner (EL) Specialist supports and implements the English Language Development program to ensure English Language Learners meet proficiency goals for LCAP, as well as ensuring that academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of Dixon Schools. This position will be available to provide direct instruction and support to English Learners in the following manner: -Participates in the administering the ELPAC and other local assessments -Provides designated ELD to newly arrived students not fluent in English.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-Provide push-in support to newly arrived students in their content area courses providing integrated ELD. -Provides intervention and support to newly arrived students in language acquisition and content areas, as needed. -Supports teachers by sharing information, resources, and strategies to foster the success of our EL students. -Provides intervention and support to students participating through the migrant camp. -Enhance services for English Learners, leading the ELD Leads group, acting as the District point person for working with Migrant Education, and partnering with leaders to ensure the implementation of the District's English Learner Master Plan. Strategic actions to respond to the unique needs of Newcomer students in Dixon, especially in the secondary setting. Activities include professional learning specific to English Language Learners, exploration, adoption, and implementation of a Newcomer program in the secondary setting, and continuous monitoring of their academic progress to provide additional supports and placements as needed. Additionally, add English Learner specific bilingual instructional aides to facilitate the transition of secondary newcomer students at Dixon High School and John Knight Middle School. Supplemental instructional resources specifically designed to meet the needs of multilingual learners. Continue working with Solano County Office of Education on the Improvement Science Project to improve outcomes for Long-Term English Learners. This work is intended to address the root causes leading to students not acquiring academic English proficiency within six years of enrollment, provide support and training to staff to address these root causes, and monitor effectiveness of initiatives.)		
1.3	Supplemental Academic Supports to Support Achievement of	This action is discontinued and being replaced by actions 1.15 through 1.24 (Elementary Reading Intervention Teachers will provide unduplicated support through small group instruction. Students served will be those not	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Unduplicated Student Groups	meeting grade level expectations, who are disproportionately English Learners, Socio-Economically Disadvantaged Students, and Homeless/Foster Youth. This allows for regular classroom teachers to also provide unduplicated Universal Access (UA) support to all other students based on individual learning needs. Positions may be blended with both Reading and ELD duties. Maintain smaller class sizes in secondary courses designed to support the academic achievement of unduplicated student groups. Such courses may include designated ELD courses, especially for newcomers, AVID Electives, core support programs, and others dependent on site and student needs. Continue to sustain and support the Learning Center model at Dixon High School, and implement a program at John Knight Middle School. Specific outreach and marketing of the programs will occur for students on the unduplicated student group list. Additional paraprofessional support at Maine Prairie High School to work with English Learners in the alternative education setting. In order to increase access for unduplicated students fund 1.0 (.5 from SCG) FTE of a District Librarian, in addition to three Library Technicians. Additionally, allot funds for the purposes of upgrading the catalogue at each site to build a more inclusive collection which represents the makeup of the community, includes multi-cultural literature and Spanish language literature options for student and families. Continue assessment system implementation to monitor the progress of unduplicated student groups, provide interventions and enrichment where data indicate they are appropriate, improve first instruction practice, and report out progress to families and other educational partners as appropriate. This program is linked to the reading intervention and other supplemental support systems to ensure programming is impacting unduplicated student groups as designed. Continue expansion of support staff to enhance data monitoring and planning for English Learners and other unduplicated student groups.		

Action #	Title	Description	Total Funds	Contributing
		These positions monitor and track the progress of English Learners using District adopted data systems, create reports for site leaders and teacher to utilize in instructional planning and implementation activities, and provide data to ensure student placements are appropriate to their academic needs. Supplemental instructional materials to deepen alignment with CCSS, increase course access for unduplicated student groups by providing additional curricular supports, and diversify content offerings. These support include instructional technology platforms and applications to increase student engagement. This action is designed to accelerate the closure of the opportunity gap for unduplicated student groups. Teacher(s) on Special Assignment to assist in the coordination and implementation of reading intervention and other supplemental academic supports. In order to continue expansion of Advanced Placement courses to unduplicated student groups, in particular Socioeconomically Disadvantaged students, provide additional funding to support access to AP exams.)		
1.4	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	This action is discontinued and being replaced by actions 1.25 through 1.30 (In order to close the opportunity gap currently experienced by our unduplicated student groups, a well-rounded, systematic, and targeted professional development plan is required. Dixon Unified will do the following to meet this need: Professional development activities to create program alignment in order to increase and improve access for students who are English Learners and Students with Disabilities. Activities include the updating of curriculum guides for ELA and Mathematics, coaching to provide direct instructional support to teachers, and learning centered on new curricular adoptions.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Instructional coaching to support effective instructional practices centered on high quality first instruction. Specifically, instructional coaching which focuses on high quality first instruction to proactively address and impact the persistent opportunity gap for unduplicated student groups, especially in ELA and mathematics. Secondary mathematics professional development and coaching to create an aligned 6-12 system that supports unduplicated students throughout their schooling. Support for new Special Education staff with curriculum modification, IEP implementation, and Compliance through the addition of staff to the Special Education Department. Students with Disabilities make up a large portion of our unduplicated student group. Special education support will help to create more access to rigorous learning and improve outcomes for this subsection of the group. Professional development to improve staff ability to: +Differentiate through engagement strategies +Integrate academic language supports within and across curricular areas +Improve lesson design to account for all learners (such as Universal Design for Learning) +Increase capacity to implement systems to promote equity and equitable outcomes +Identify and implement effective Tier 2 instructional strategies within the regular classroom setting +Increase access to Advanced Placement courses for unduplicated student groups +Ensure horizontal and vertical alignment of curriculum and instruction. +Modify curriculum and accommodate Students with Disabilities in the least restrictive environment, to support rigorous first instruction for our Students with Disabilities, many of whom are in our unduplicated student group. +Write and maintain compliant IEPs and assessment reports, which supports increased positive outcomes for Students with Disabilities, many of whom are in our unduplicated student group		

Action #	Title	Description	Total Funds	Contributing
		This action includes additional compensation for professional learning activities which occur outside of the contractual work day and/or calendar, and is inclusive of teaching, support, and administrative staff. Additional professional development activities may be included based on unduplicated student group needs that present over the course of this plan.)		
1.5	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	This action is discontinued and being replaced by actions 1.31 (Key activities within this action include: -AVID Membership: The AVID membership fee will give our teams access to AVID professional learning events, curricular supports, and coaching from our AVID Center Program Manager. -AVID Elementary Weekly & AVID Weekly: Access to the AVID Elementary Weekly and AVID Weekly library which provides differentiated, CCSS aligned lessons by grade band that support building higher levels of literacy through critical reading strategies. -AVID Site Coordinators: Stipend for AVID Site Coordinator who is responsible for supporting successful implementation schoolwide including coordinating AVID Site Team activities, completion of AVID Data, and Coaching and Certification Instrument (CCI). -AVID Professional Learning: Provide professional learning opportunities for staff to sustain AVID implementation and support District vision of preparing all students for college and career readiness and success in a global society. -AVID Supplemental Materials: Provide sites with necessary materials to successfully implement AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR). -AVID Tutors: Paid high school and college tutors to support AVID Elective students in bi-weekly tutorial sessions.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-AVID Family Nights: Family night to increase awareness and support for college and career readiness activities. -AVID College Field Trips: AVID Elective students to participate in college field trips in order to continue to motivate students to complete college entrance requirements and ultimately, admission to a 4-year college upon high school graduation.)		
1.6	Competitive Compensation to Improve Staffing	Provide increased compensation for teachers, support staff, and administrators to ensure Dixon Unified remains competitive with neighboring districts. Competitive salaries and benefits are critical for recruiting and retaining high-quality staff, particularly for targeted programs supporting prioritized student groups, thereby ensuring full staffing to meet district LCAP goals.	$3,702,962.00	Yes
1.7	Comprehensive Recruitment and Retention Plan	Develop and implement a districtwide recruitment and retention plan focused on non-compensation factors impacting staff stability. Key activities include active participation in regional job fairs, improvement of non-compensation working conditions to increase staff satisfaction, and targeted initiatives addressing other critical recruitment factors. This comprehensive approach supports sustained staffing, contributing directly to achieving district goals.	$123,516.00	Yes
1.8	Targeted ELD Instruction (LREBG)	Provide additional teacher FTEs to create smaller English Language Development (ELD) classes aligned to students' specific grade levels and English Language Proficiency Assessments for California (ELPAC) results. This action goes beyond statutory requirements to accelerate multilingual students' language acquisition and academic progress. LREBG Funded: Per the LREBG Needs Assessment, all schools are in "Low" (Anderson Elementary, Tremont Elementary, John Knight Middle, Dixon High) or "Very Low" (Gretchen Higgins, Maine Prairie High School) status in English Language Arts (ELA). English Learners and Long Term English Learners (LTELs) student groups have a status of " Very Low" and both have declined. Reducing the staff-to-pupil ratio is an evidence-based	$249,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action aligned to student learning needs and an allowable use of LREBG funds. ($82,019). ____ Formerly Written As: Provide additional elementary teacher FTEs to create smaller English Language Development (ELD) classes aligned to students' specific grade levels and English Language Proficiency Assessments for California (ELPAC) results. This action goes beyond statutory requirements to accelerate multilingual students' language acquisition and academic progress.		
1.9	ELD Instructional Coaching and Professional Development (LREBG)	Fund ELD instructional coach(es) to coordinate professional learning, provide direct support and training to designated ELD teachers, and facilitate ongoing professional development for all teachers in integrated ELD strategies. This ensures multilingual learners' linguistic and academic needs are addressed consistently throughout the instructional day. LREBG Funded: Per the LREBG Needs Assessment, all schools are in "Low" (Anderson Elementary, Tremont Elementary, John Knight Middle, Dixon High) or "Very Low" (Gretchen Higgins, Maine Prairie High School) status in English Language Arts (ELA). English Learners and Long Term English Learners (LTELs) student groups have a status of " Very Low" and both have declined. Providing professional development and coaching on the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools is an evidence-based action aligned to student learning needs and an allowable use of LREBG funds ($226,478).	$238,398.00	Yes
1.10	Teacher Professional Development for English Learners and	1.10a. Provide focused professional development for educators on embedded English Language Development (ELD) . This training is specifically designed to increase academic achievement and English proficiency outcomes for Long-Term English Learners (LTELs).	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Long-Term English Learners (LREBG)	1.10b. Provide professional development on language acquisition to help educators better understand the English Language Development (ELD) standards and the various proficiency levels of English Learners. This training will equip teachers with the knowledge and tools necessary to differentiate instruction effectively and support ELs in progressing toward full language proficiency and academic success. LREBG Funded: Per the LREBG Needs Assessment, all schools are in "Low" (Anderson Elementary, Tremont Elementary, John Knight Middle, Dixon High) or "Very Low" (Gretchen Higgins, Maine Prairie High School) status in English Language Arts (ELA). English Learners and Long Term English Learners (LTELs) student groups have a status of " Very Low" and both have declined. Providing focused professional development on embedded ELD and to better understand ELD standards is an evidence-based action aligned to student learning needs and an allowable use of LREBG funds ($5,000)		
1.11	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	1.11a. Dixon Unified will employ an English Learner Specialist to provide focused, districtwide support for Long-Term English Learners (LTELs). This position will play a key role in ensuring compliance with state and federal requirements related to LTELs, including accurate identification, tracking of progress, and support for appropriate placement and services. The specialist will assist in the analysis of assessment data such as ELPAC and local benchmarks to inform instructional planning and monitor growth in English proficiency. In collaboration with site staff, the specialist will support the delivery of designated English Language Development (ELD) aligned with the specific needs of LTELs, helping to ensure implementation fidelity. The role will also involve maintaining detailed documentation, supporting reclassification processes, and coordinating interventions aimed at improving academic outcomes and re-engaging LTELs in their language development pathways. In addition, the specialist will help deepen educator understanding of second language acquisition to ensure that	$89,793.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional decisions and supports are developmentally appropriate and aligned with students' linguistic needs. 1.11b. The specialist will also be responsible for ensuring compliance with state and federal EL requirements, including accurate identification, classification, and monitoring of EL students' progress through tools such as the English Language Proficiency Assessments for California (ELPAC) and local assessments. A key component of this role includes maintaining regular communication with classroom teachers to provide updates on EL students' language development, academic progress, reclassification status, and areas of need. This ongoing collaboration supports teachers in making data-informed instructional decisions that align with each student's language proficiency level and stage of language acquisition. In addition, the specialist will support the coordination and documentation of services and assist with the implementation of designated ELD. These efforts will align with the district's English Learner Master Plan and ensure that ELs receive consistent, targeted support that promotes both academic success and the development of English language proficiency. The specialist will also contribute to building educator understanding of the language acquisition process, helping to ensure instructional strategies are linguistically responsive and developmentally appropriate.		
1.12	Newcomer Student Support Program	Implement a specialized Newcomer Student Support Program designed to meet the unique needs of newly arrived students. This program includes strategic actions such as providing targeted professional development for staff on best practices for supporting newcomer students, developing and implementing a dedicated newcomer instructional program and continuously monitoring student academic progress to identify and address additional support needs in a timely manner.	$5,000.00	Yes
1.13	Curriculum and instructional	In response to persistent achievement gaps among our unduplicated student groups, specifically Multilingual Language Learners, Dixon Unified	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	materials with a focus on unduplicated student groups including Multilingual Language Learners. (LREBG)	will purchase English Language Arts curriculum. This curriculum will be principally directed toward unduplicated pupils and are expected to be effective in improving their access to rigorous, grade-level instruction through culturally relevant content, embedded language supports, and aligned teacher professional development. Curriculum and instructional materials will be selected and implemented to deepen alignment with the California Common Core State Standards (CCSS), increase course access for unduplicated student groups by providing additional curricular supports, and diversify content offerings. These supports include instructional technology platforms and applications designed to increase student engagement and participation. LREBG Funded: Curriculum will be utilized with elementary and middle school, all of which are in the "Low" (Anderson Elementary, Tremont Elementary, John Knight Middle) or "Very Low" (Gretchen Higgins) status in English Language Arts (ELA) per the LREBG Needs Assessment. Accelerating progress to close learning gaps through the implementation of evidence-based learning recovery materials is an allowable use of LREBG funds. ($40,000)		
1.14	"Improvement Science" Project with Solano County Office of Education	Partner with Solano County Office of Education to implement the "Improvement Science" Project, explicitly targeting delayed academic English proficiency among Long-Term English Learners (LTELs). This collaboration involves identifying the underlying root causes of why students are not achieving English proficiency within six years, delivering targeted training and professional development to educators to address these identified challenges, and consistently monitoring and evaluating the effectiveness of implemented strategies to ensure measurable improvements in student outcomes. (Technical Assistance)	$1,328.00	Yes
1.15	Elementary Reading and Math Supports for Multilingual Language Learners (LREBG)	Provide additional elementary FTE positions to offer small-group instruction for reading and math supports for Multilingual Language Learners and unduplicated students. These roles may be blended, allowing targeted support through small-group instruction aligned with individual learning needs.	$195,933.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funded: All elementary school are in the "Low" or "Very Low" status in English Language Arts (ELA) and Math per the LREBG Needs Assessment. Accelerating progress to close learning gaps through small group learning supports provided by certificated or classified staff is an allowable use of LREBG funds. (189,108.50).		
1.16	Class-size reduction	Maintain reduced class sizes to accelerate academic achievement among unduplicated student groups. Courses may include designated ELD classes for newcomers, AVID electives, core academic support courses, or other targeted interventions aimed at closing achievement gaps. LREBG Funded: Per the LREBG Needs Assessment, all schools are in "Low" (Anderson Elementary, Tremont Elementary, John Knight Middle, Dixon High) or "Very Low" (Gretchen Higgins, Maine Prairie High School) status in English Language Arts (ELA). English Learners and Long Term English Learners (LTELs) student groups have a status of " Very Low" and both have declined. Decreasing or stabilizing staff-to-pupil ratios is an evidence-based action to maximize instructional learning time and services based on student learning needs and an allowable use of LREBG funds. ($209,479)	$1,111,539.00	Yes
1.17	Paraprofessional Support at Maine Prairie High School	Fund additional paraprofessional to assist students attending Maine Prairie High School, providing targeted instructional support tailored to the unique needs of students in the alternative education setting.	$0.00	No
1.18	District Librarian and Library Technicians to Expand Library Access (LREBG)	Increase access to library services for unduplicated student groups by funding a district Librarian position along with three Library Technician positions. Allocate additional funds to enhance library resources by diversifying collections and increasing instructional materials and resources, improving equitable access to learning opportunities, particularly for unduplicated student populations.	$162,446.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funded: The librarian and library technician positions are funded to expand evidence-based literacy interventions and school library access, increase student access to instructional materials, provide targeted reading support, and accelerate learning recovery for students identified in our Needs Assessment, and to support integrated student learning services consistent with community schools practices, both allowable uses of LREBG funds. ($115,569).		
1.19	Inclusive Instructional Library Resources	Allocate supplemental funds specifically to enhance library collections and curricular materials that support engagement, inclusivity, multicultural representation, and instructional technology resources. This initiative accelerates opportunity-gap closure for unduplicated student groups by providing enriched, culturally responsive materials.	$0.00	No
1.20	Expanded Support Staff for Data Monitoring and Planning (LREBG)	Expand support staffing dedicated to data monitoring, planning, and intervention strategies specifically targeted to English Learners and other unduplicated student groups. These positions ensure accurate monitoring, strategic planning, and reporting of student progress to site leaders, educators, and families, ensuring programs effectively meet student needs. LREBG Funded: All elementary school are in the "Low" or "Very Low" status in English Language Arts (ELA) and Math per the LREBG Needs Assessment. Staff will be progress monitoring, and implementing diagnostic and benchmark assessments. All are evidence-based learning supports designed to accelerate progress for identified students, and allowable use of LREBG funds. ($195,932).	$368,867.00	Yes
1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination (LREBG)	Fund Teacher(s) on Special Assignment (TOSAs) to coordinate, implement, and monitor the district's reading intervention programs. These TOSAs support educators in effective intervention delivery, enhance supplemental instructional practices, and ensure alignment across school sites and programs to benefit unduplicated student groups.	$225,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG-Funded: This action addresses the ELA needs of of elementary students as reflected in the LREBG Needs Assessment. Specifically, the teachers will be implementing learning recovery materials to accelerate student academic proficiency; providing early intervention and literacy programs for students in grades TK-3; and providing professional development and coaching on both the Mathematics Framework and the English Language Arts(ELA) Framework for elementary teachers. These actions are allowable uses of LREBG funds. ($162,019).		
1.22	Newcomer Class-Size Reduction	This action is discontinued and being replaced by action 1.16. Maintain reduced class sizes in courses specifically serving English Learner newcomers. Smaller class sizes facilitate personalized support, accelerating language acquisition and academic achievement for newly arrived multilingual students.		
1.23	Supplemental Instructional Materials and Technology	Provide supplemental instructional resources specifically designed to support unduplicated student populations. This includes purchasing instructional technology platforms, applications, and curricular materials to enhance student engagement, deepen instructional differentiation, and support alignment with district curricular goals and student learning needs.	$0.00	No
1.24	Implementation and Coordination of Learning Support Systems	Sustain the district-wide implementation of a comprehensive assessment, monitoring, and reporting system focused on unduplicated students' academic achievement. Use collected data to refine first instruction, inform targeted interventions and reading supports, provide continuous professional learning for educators, and ensure transparent communication of progress to families and educational partners. This action directly supports closing the achievement gap.	$0.00	No
1.25	Professional Development to	Provide professional development activities designed to align district-wide programs, improving access for English Learners and Students with Disabilities. Specific activities include updating curriculum guides in English	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	support Students with Disabilities	Language Arts (ELA) and Mathematics, instructional coaching to offer direct classroom support to teachers, and targeted learning focused on increasing access and success for these prioritized groups.		
1.26	Instructional Coaching for Improved Access and Equity	Provide instructional coaching to teachers, focusing on implementing effective Tier 1 instructional strategies, curriculum alignment, and equity-based practices. Coaches will support staff in enhancing instructional quality, identifying effective Tier 1 strategies, promoting equitable access to Advanced Placement courses, and improving horizontal and vertical curriculum alignment across the district. This action specifically targets improved outcomes for unduplicated student groups.	$0.00	No
1.27	Mathematics Professional Development and Alignment (LREBG)	Deliver professional development to create and sustain a cohesive mathematics instructional system, designed explicitly to support unduplicated students throughout their education. Professional learning and alignment activities will focus on mathematics instruction, curriculum, and assessment practices to ensure coherence and equity in math courses district-wide. LREBG Funded: Needs Assessment indicates that all schools are in "Low" or "Very Low" status in Mathematics. DUSD will provide professional development and coaching on the 2023 Mathematics Framework, an allowable use of LREBG funds. ($146,015).	$161,735.00	Yes
1.28	Special Education Staff Expansion and Support	Increase Special Education department staffing to provide robust support to special education teachers and staff, particularly new personnel. This includes assisting with curriculum modification, Individualized Education Program (IEP) implementation, compliance support, and ensuring accommodations for rigorous academic experiences. Given the significant representation of Students with Disabilities within the unduplicated pupil groups, this action directly impacts student learning and outcomes.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.29	Supplemental Pay for Professional Development Outside Regular Hours	Provide compensation for certificated, classified, and administrative staff participating in professional development and collaboration activities that occur outside contractual hours or the standard school calendar. This supplemental pay supports ongoing staff engagement in activities essential to meeting the specific learning needs of unduplicated students, ensuring the sustainability and effectiveness of professional learning initiatives. The use of the funds in this action can also be utilized to pay for substitutes to cover staff when professional development occurs during the duty day.	$5,000.00	Yes
1.30	Comprehensive Professional Development	Provide comprehensive professional development to all teaching, support, and administrative staff, focused on effective instructional practices that support unduplicated student groups. Professional learning will emphasize strategies for differentiation and equity, including implementing instructional techniques that address individual student needs, identifying effective Tier 2 interventions within the general classroom setting, and ensuring both horizontal and vertical alignment of curriculum across grade levels and school sites. Staff will also engage in training designed to increase equitable access to Advanced Placement courses for unduplicated students, enhance curriculum alignment district-wide, and apply inclusive instructional strategies for Students with Disabilities. Additional professional development activities will be provided as new student needs emerge during the course of the plan.	$0.00	No
1.31	AVID	Maintain districtwide AVID, providing educators with access to professional learning events, curricular resources, and ongoing coaching support from the AVID Center Program Manager. This support ensures alignment with current best practices designed to increase student achievement and expand access to rigorous coursework.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engage all students in social-emotional and behavioral learning which ensures engaging, safe, healthy, and culturally responsive schools so that all students graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Engaging all District students in social-emotional and behavioral learning is essential to creating safe, healthy, inclusive, and culturally responsive schools where every student feels valued, connected, and supported. When students develop skills such as self-awareness, self-regulation, empathy, communication, and responsible decision-making, they are better prepared to build positive relationships, manage challenges, and actively engage in learning. Schoolwide systems that prioritize social-emotional learning, positive behavior supports, restorative practices, and culturally responsive relationships contribute to stronger school climates, reduced behavioral incidents, improved attendance, and increased student engagement.

These supports are especially important for unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, who may experience additional barriers that impact academic success and school connectedness. By intentionally fostering environments where students feel safe, respected, and affirmed in their identities and experiences, schools create equitable conditions for learning and achievement. A strong foundation in social-emotional and behavioral learning helps ensure that all students develop the resilience, collaboration, communication, and problem-solving skills necessary to fully access a rigorous academic program and graduate college and career ready.

This goal includes actions focused on strengthening LEA-wide systems that support pupil engagement, positive school climate, and equitable access to social-emotional and mental health supports. Together, these actions reflect the District’s commitment to fostering safe, inclusive, and culturally responsive schools that proactively support student well-being, improve behavior and engagement, and increase student achievement and graduation outcomes for all learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Course Access: The extent to which students are enrolled in a broad course of study as defined in CA School Dashboard Local Indicator. (Priority 7)	2023 Dashboard: Standard Met	2024 Dashboard: Standard Met	2024 Dashboard: Standard Met	Standard Met	No change
2.2	School Attendance: Average Daily Attendance Rate as Reported in AERIES (Priority 5)	2024 Total ADA: 92.84%	2024-2025: 92.96%	2025-26: 92.40%	93%	Decreased 0.44%
2.3	Percentage of Students Completing a career technical education (CTE) sequence as Reported in DataQuest. (Priority 4)	2023 Graduating Class: All: 5.3% Hispanic/Latino: 7.8% White: 2.5% English Learners: 3.8% Socio-Economically Disadvantaged: 6.0%	2024 Graduating Class: All: 9.3% Hispanic/Latino: 7.9% White: 10.3% English Learners: 6.7% Socio-Economically Disadvantaged: 7.1%	2025 Graduating Class: All: 6.2% Hispanic/Latino: 4.8% White: 15.4% English Learners: 6.3% Socio-Economically Disadvantaged: 5.6%	Improve all by 2% over Baseline	All: increase .9% Hispanic/Latino: decrease 3% White: increase 12.9% English Learners: increase 2.5% Socio-Economically Disadvantaged: decrease .4%
2.4	CA School Dashboard Chronic Absenteeism Indicator: Defined as Percent of Elementary and Middle School Students Who Miss 10% or More of Enrolled Days. (Priority 5)	2023 Dashboard: Overall: Yellow Anderson: Yellow Gretchen Higgins: Yellow Tremont: Yellow John Knight MS: Yellow	2024 Dashboard: Overall: Orange Anderson: Red Gretchen Higgins: Yellow Tremont: Red John Knight MS: Red	2025 Dashboard: Overall: Yellow Anderson: Yellow Gretchen Higgins: Yellow Tremont: Yellow John Knight MS: Yellow	Improve all to Green or Blue	Overall: No change Anderson: No change Gretchen Higgins: No change Tremont: No change John Knight MS: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Middle School Dropout Rates as Reported in AERIES (Priority 5)	2023-2024: 0%	2024-2025: 0%	2025-26 0%	0%	No change
2.6	High School Dropout Rates as Reported in Aeries. (Priority 5)	2023-2024: 5.7%	2024-2025: 2.3%	2025-26: 1.8%	2%	Decrease 3.9%
2.7	CA School Dashboard High School Graduation Rates (Priority 5)	2023 Dashboard: Overall: Green Dixon HS: Blue Maine Prairie HS: Red	2024 Dashboard: Overall: Green Dixon HS: Blue Maine Prairie HS: Yellow	2025 Dashboard: Overall: Green Dixon HS: Blue Maine Prairie HS: Red	Green or Blue	Overall: No change Dixon HS: No change Maine Prairie HS: No change
2.8	CA School Dashboard Suspension Rate Indicator: Defined as Percent of Students Suspended At Least Once in an Academic Year (Priority 6) Local Data: Aeries Suspension Data:	2023 Dashboard: Overall: Yellow Anderson: Green Gretchen Higgins: Blue Tremont: Orange John Knight MS: Orange Dixon HS: Green Maine Prairie HS: Red Local Data: 2023-2024 Aeries Suspension Data: 6%	2024 Dashboard: Overall: Orange Anderson: Yellow Gretchen Higgins: Blue Tremont: Green John Knight MS: Yellow Dixon HS: Orange Maine Prairie HS: Orange Local Data: 2024-2025 Aeries Suspension Data: 8%	2025 Dashboard: Overall: Yellow Anderson: Yellow Gretchen Higgins: Orange Tremont: Yellow John Knight MS: Red Dixon HS: Green Maine Prairie HS: Green Local Data: 2025-26 Aeries Suspension Data: 6%	Green or Blue Local Data: Aeries Suspension Data: 4%	Overall: No change Anderson: declined to Yellow Gretchen Higgins: declined to Orange Tremont: improved to Yellow John Knight MS: declined to Red Dixon HS: No change Maine Prairie HS: improved to Orange Local Data: Aeries Suspension Data: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Expulsion Rate as Reported in AERIES. (Priority 6)	2024 Total: All: .06%	2024-2025: .06%	2025-26: 0%	All: .025%	Decrease by .06%
2.10	California Healthy Kids Survey Results: Total School Supports Measure which captures School Environment, School Connectedness, and Academic Motivation Scales (Priority 6)	2023 Grade 5: 62% Grade 7: 35% Grade 9: 40% Grade 11: 39% Non Traditional: 48%	2024 Grade 5: 53% Grade 7: 47% Grade 9: 35% Grade 11: 46% Non Traditional: N/A	2025-26 Grade 5: 64% Grade 7: 43% Grade 9: 39% Grade 11: 41% Non Traditional: N/A	Improve all by 2%	Grade 5:increased 2% Grade 7: increased 8% Grade 9: decreased 1% Grade 11: increased 2% Non Traditional: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Dixon Unified continued to implement several actions to strengthen school climate, improve attendance and student engagement, and reduce chronic absenteeism, and suspensions.

We have seen positive trends in local attendance data as a result of implementing Action 2.3, though have not yet seen expected change in chronic absenteeism. Consistency of implementation over several years may be required before measurable attendance increases are achieved and reflected on the CA Dashboard. We are positioned to strengthen attendance monitoring at each site, identify at-risk students earlier, and provide more targeted interventions in the coming year, all important to deep, effective implementation.

The District also recognizes that attendance is directly correlated to school climate. Actions to more effectively and comprehensively implement PBIS (2.4, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15) were implemented with moderate impact. While student climate surveys show upward trends for all elementary sites, and flat or upward trends for secondary sites, actions are not yet leading to reductions in exclusionary discipline. The District plans to expand coaching, professional learning, and peer leadership opportunities in the 2026-27 school year to support more consistent, effective implementation of Tier I PBIS practices and systems. Strengthening classroom-based Tier I PBIS practices is especially critical as it allows site-based mental health clinicians (Action 2.5) to focus their efforts on Tier 2 and 3 needs. The district saw a need this year to increase training and support related to student supervision (2.14) to prevent behavioral issues and conflicts. Trainings have been identified and will be prioritized in 2026-27.

DUSD's expanded Career and Technical Education (CTE) opportunities for students (Action 2.7) as planned within the district's College and Career Readiness Strategic Plan. Two new CTE pathways were offered in 2025-26 and there was an overall increase in the percentage of students completing a pathway as indicated on the CA Dashboard.

DUSD has begun implementing planned facility improvements (Action 2.16), assessing and prioritizing needs, and purchasing equipment. District leadership capacity was diverted from these projects in the fall and winter as they prioritized reaching an agreement to modernize teacher compensation (Action 1.6). The district does not anticipate further delays to executing planned projects as we move into 2026-27.

Overall, the District made progress in implementing actions designed to engage all students, and will continue to focus on consistent implementation in the year ahead to leverage the outcomes we anticipate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were two material differences between budgeted expenditures and estimated actual expenditures for Goal 2. First, DUSD experienced increased estimated actual expenditures of $12,000 for school safety related services and programming (Action 2.9). This is a result of one-time increased investments in safety planning, specifically support for individual site Comprehensive School Safety Plans, as well as site and district wide Student Reunification Management (SRM) planning.

There was also a material difference between budgeted expenditures and estimated actual expenditures for Action 2.16. To date, the district has partially completed planned facility improvements, resulting in expenditures of $105,000 lower than anticipated. The facility improvements continue to progress and the district has increased the budgeted expenditures for this action for 2026-27.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 2 aims to engage all students in social-emotional and behavioral learning that ensures schools are engaging, safe, healthy, and culturally responsive, thereby supporting all students to graduate college and career ready. This goal directly addresses State Priorities 4, 5, 6, and 7, with a strong emphasis on school climate, engagement, and equitable access.

Actions to Improve Attendance and Chronic Absenteeism (Actions 2.3 and 2.4)
DUSD benefitted from the resources and support offered by Attendance Works. Bilingual parent liaisons, attendance staff, administrators leveraged these tools to improve the effectiveness of interventions and overall to strengthen the “climate of attendance” at each site. Sites also used the Parent Square Attendance Plus to strengthen attendance monitoring, allowing sites to act earlier and more effectively to improve attendance. It positioned teachers, attendance staff, and administrators to: use live attendance dashboards that show trends, identify at-risk students, and help prioritize outreach; select tiered (MTSS) interventions so students receive the right level of support; increase two-way communication to families both to understand barriers and provide support earlier, and to celebrate and highlight attendance process and success over time. We have seen the impact of these efforts in our local attendance data, and anticipate they will be reflected on the CA Dashboard.

Expansion of PBIS and School Climate Systems (Actions 2.4, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.15)

The district continued professional learning and support for all sites in their implementation of PBIS. In addition to our work with PBIS work with SCOE, we provided Restorative Practices (RP) training for all site administrators. Administrators at several sites trained staff and students to use RP to address behavioral issues through inclusive, relationship-based interventions rather than punitive discipline. We plan to continue and expand these practices in the coming year, offering training, coaching and support to playground supervision staff, and expanding training for middle and high school peer leaders. PBIS coaching at the site level, while positive, did not positively impact the number of behavioral referrals. A root cause analysis revealed the need to provide more consistent and intensive coaching for teachers to impact classroom-level systems, routines, and relationships to reduce challenging behavior and strengthen climate.

Site-Based Mental Health Clinicians and Interns (Action 2.5)
While site-based mental health clinicians provided Tier 2 and 3 support to a small percentage of students, they were not able to significantly expand access for the needed Tier I services such as social emotional skill-building groups at the elementary level as anticipated. To leverage the school-level improvements to chronic absenteeism and suspension we will continue to invest in training and supporting teachers and school staff to more effectively implement PBIS and RP at the classroom level. This includes increasing time for SEL lessons in the elementary school day schedules.

Facility Improvements (Action 2.16)
At the time of this LCAP update, the District had not yet implemented planned facility improvements, so we cannot yet gauge effectiveness of this action.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there are not significant changes to planned goals or actions for the coming year, after reflection on prior practice, the District will prioritize a few key adjustments. First, the District has not yet fully implemented planned facility improvements (2.16) and will complete identified projects in the coming year. To better align actions to student needs, we will also provide Social Emotional Professional Development (2.15) as ongoing instructional coaching to build staff capacity for creating / sustaining engaging and safe classroom climates. And finally, the District will ensure the targeted professional development designed specifically for playground and supervision staff to reduce behavioral issues and conflicts (2.14) is ongoing throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Social-Emotional and	This action is discontinued and replaced with actions 2.4 through 2.11	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	(Continue the Coordinator of Pupil Services positions in order to expand, manage, and support social-emotional and behavioral supplemental support services and systems. Dixon Unified is committed to ensuring the social-emotional and mental health of its students and has been a consistent priority in prior LCAPs. The following supplemental services are provided to meet this commitment: +Site-based mental health clinicians to provide Tier 1, 2, and 3 mental health services to students. Tier 1 activities include proactive strategies, such as classroom presentations to improve student capacity to self-regulate and engage positively in academic activities. Tier 2 supports include, among other things, social-emotional learning groups for students in need of more services. Tier 3 supports include 1-1 intensive counseling for students in need of this support. +Social-emotional learning curriculum at in grades TK-8. +When possible, contract with Solano County Office of Education to provide Mental Health Interns to expand the scope of mental health counseling services for students. +Suicide prevention programming to provide direct monitoring and support for students demonstrating suicidal ideation and/or other concerning behavior. Dixon Unified recognizes that in order to increase engagement and improve conditions for learning, a coordinated approach to supporting students to graduate college and career ready is needed. The following supplemental services are provided to meet this requirement: +Additional .5 FTE academic counselor at Maine Prairie HS. +Additional secondary counseling services for the secondary program to serve students at John Knight Middle School and Dixon High School. These services are designed to improve outcomes for targeted student groups by implementing counseling programming to facilitate the transition from middle to high school, responding quickly when students present as at-risk for becoming credit deficient, conducting outreach to families to educate them on college and career requirements, improving student to		

Action #	Title	Description	Total Funds	Contributing
		counselor ratio across the secondary system, and supporting the implementation of the AVID program. +Increase access to CTE programs for all students by enhancing counseling service to students in the secondary setting. Staff will conduct outreach to unduplicated students to increase participation of underrepresented groups in specific career sectors. Deepen alignment to CTE model curriculum standards through ongoing support and monitoring of programs. Expand connections to local industry and employers, and establish written agreements with local post-secondary institutions. +Continue the additional credit recovery support and planning at Dixon High School and Maine Prairie High School. + Addition of curriculum aligned to the alternative pathway to a high school diploma for Students with Disabilities, allowing them to graduate ready for career or enrollment in a two year college degree. In order for students to fully engage academically their schools must be safe, where threats, bullying, violence, and drug and alcohol abuse are minimized. To meet this obligation, and to address suspension rates, expulsion rates, chronic absenteeism, school climate indicators, and overall achievement, Dixon Unified provides the following supplemental services: +Brief Drug Intervention programming to provide an alternative to suspension for students who use alcohol, tobacco, and other drugs. This approach is designed to provide students and families to make safer choices, and to address any root cause conditions leading to these behaviors. +Social media safety training for students and families. +Anti-bullying programming for students and staff. +Additional campus supervision when identified by increases in of fighting, bullying, or other negative behaviors in specific contexts. This supplemental staffing will be responsive to data and when other mitigation tactics have not wielded results. +Peer mentorship programming across the District (i.e., Safe School Ambassadors, Web at middle school, LinkCrew for high school, etc.).)		

Action #	Title	Description	Total Funds	Contributing
2.2	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	This action is discontinued and replaced with actions 2.12 through 2.15 (Professional development strategies to be implemented include: -Coaching and implementation of Positive Behavior and Intervention Supports (PBIS) at all school sites. -Train staff with professional development activities to provide a historical and cultural context for understanding how inequality plays out in schools, and which provides educators with the skills and confidence to lead more equitable schools. Certificated and classified staff will learn to recognize structures that perpetuate inequality, address assumptions about how people learn, and create opportunities for more children to succeed. -Contract with an outside agency to train supervision staff to enhance non-instructional times for students, such as recess and after school activities, to reduce incidences of playground behavioral issues. -Professional development which build staff capacity to implement social-emotional learning in the general education staffing.	$0.00	No
2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students (LREBG)	Frequent attendance data monitoring by site-specific Attendance staff to identify students at-risk of becoming chronically absent. When identified, Attendance Secretaries, along with bilingual parent liaisons, classroom teachers, and site administrators, conduct individual outreach to families. Contract and/or work with outside agencies (such as Attendance Works) to leverage their expertise in impacting attendance rates. LREBG-Funded: Per the LREBG Needs Assessment, all schools have a status level or "High" or "Very High" for Chronic Absenteeism. Integrating evidence-based staff supports and resources for reducing chronic absenteeism are allowable use of LREBG funds. ($14,000).	$273,410.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Formerly Written As: Frequent attendance monitoring to identify students at-risk of becoming chronically absent. When identified, bilingual parent liaisons, classroom teachers, site administrators, and other resources conduct 1-1 outreach to families. Contract and/or work with outside agencies (such as Attendance Works) to leverage their expertise in impacting attendance rates.		
2.4	Social-Emotional and Behavioral Leadership and Coordination	Employ districtwide leadership staff to expand, coordinate, and support social-emotional and behavioral systems. These positions oversee the implementation of effective mental health and behavioral supports across schools, ensuring alignment with student needs and district priorities.	$65,000.00	Yes
2.5	Site-Based Mental Health Clinicians and Interns (LREBG)	Provide mental health clinicians at non-Community School sites to deliver Tier 2 (small-group), and Tier 3 (individual counseling) mental health services. LREBG-Funded: Qualitative data, including input from educational partners, and observations at non-Community schools indicates that Dixon High School, John Knight Middle School, Tremont Elementary and Gretchen Higgins Elementary will benefit from the provision of mental health services to address barriers to student learning, an allowable use of LREBG funds. ($147,505.36). ____ ____ Formerly Written As: Provide mental health clinicians at school sites to deliver comprehensive Tier 1 (universal), Tier 2 (small-group), and Tier 3 (individual counseling) mental health services. When available, contract with Solano County Office of Education for mental health interns, further expanding the scope and accessibility of mental health supports for students.	$155,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Counseling and Credit Recovery Support	Fund additional counseling positions at Maine Prairie High School, John Knight Middle School, and Dixon High School, to address academic and socio-emotional needs, facilitate smoother transitions, and support at-risk students. Enhance credit recovery programs at secondary schools, targeting students who require academic interventions to graduate successfully, prioritizing support for Students with Disabilities and socioeconomically disadvantaged students.	$247,463.00	Yes
2.7	Career and Technical Education (CTE) Expansion for Equity	Expand and enhance secondary CTE opportunities by increasing counseling support, conducting targeted outreach to unduplicated student groups, strengthening connections with local industry partners, and aligning programming to the CTE Model Curriculum Standards. This initiative aims to increase equitable participation and success of historically underrepresented students in career pathways.	$377,440.00	Yes
2.8	Social-Emotional Learning Curriculum (Formerly titled 'Social-Emotional Learning Curriculum and Professional Development')	Ensure all TK-8 teachers have access to districtwide social-emotional learning (SEL) curriculum for grades TK–8 and protected time in the daily schedule to effectively integrate SEL strategies into instructional practices, increasing student engagement, emotional well-being, and overall school climate. ______________________________ Formerly Written As: Implement and maintain a districtwide social-emotional learning (SEL) curriculum for grades TK–8. Provide comprehensive professional development for staff to effectively integrate SEL strategies into everyday instructional practices, increasing student engagement, emotional well-being, and overall school climate.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	School Safety, Climate, and Behavior Intervention Programs (LREBG)	Implement targeted supplemental programs designed to improve school safety, reduce disciplinary incidents, and foster positive school climates. Specific activities include restorative practices as alternative to suspension, anti-bullying programming, social media safety training, and additional campus supervision staffing based on site-specific behavioral data. LREBG Funded: Qualitative data, including input from educational partners, California Healthy Kids Survey data, and observations at middle and high schools indicate that secondary students will benefit benefit from evidence-based resources / programs to address safety and social-emotional learning, both allowable use of LREBG funds. ($23,850)	$387,778.00	Yes
2.10	Peer Mentorship and Student Leadership Initiatives	Maintain and expand peer mentorship and student leadership programs such as Safe School Ambassadors, WEB (middle school), and Link Crew (high school). These initiatives promote student-led positive behaviors, reduce bullying and absenteeism, and strengthen overall student engagement and connectedness within the school community.	$95,044.00	Yes
2.11	Curriculum and Instructional Enhancements for Equity and Inclusion	Allocate supplemental funds for culturally inclusive, multicultural, and equity-focused curriculum resources districtwide. These instructional materials will better reflect community diversity, support the engagement of unduplicated student groups, and promote an inclusive learning environment across all schools.	$0.00	No
2.12	PBIS Coaching and Implementation	Implement coaching and professional development to establish and sustain Positive Behavior Intervention and Supports (PBIS) systems at all school sites. Staff will receive training and ongoing coaching support to effectively use PBIS strategies, fostering positive behavior, reducing disciplinary issues, and improving overall school climate.	$88,776.00	Yes
2.13	Equity Training and Professional Development	Provide district-wide professional development for educators and staff focused on equity, historical context, and cultural competence. Training will equip certificated and classified staff with a deeper understanding of	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		inequality in education, empowering them with strategies to foster inclusive and equitable learning environments for all students.		
2.14	Playground Safety and Supervision Training	Deliver targeted professional development designed specifically for playground and supervision staff to reduce behavioral issues and conflicts. The training, provided through specialized contracts with external providers, will equip supervision staff with the tools to effectively manage student behavior, promote safety, and reduce playground incidents across school sites.	$330,560.00	Yes
2.15	Social-Emotional Learning Professional Development	Implement comprehensive professional development to build staff capacity in integrating social-emotional learning (SEL) practices into general education classrooms. Staff training will focus on SEL instructional strategies, effective classroom integration, and building student competencies in self-management, relationship skills, and responsible decision-making, enhancing overall student engagement and academic success. See 2.8. --- Formerly Written As: Implement instructional coaching to build staff capacity to establish and execute classroom routines, systems and procedures; develop, maintain, and hold students accountable to high expectations for behavior; develop and maintain a social and emotional environment that is respectful, restorative, and where students use social and emotional tools to problem-solve; and develop and maintain a climate of teamwork, support and collective responsibility.	$0.00	No
2.16	Facility Improvements	This action will support facilities improvements to enhance learning environments at all schools. It will provide safe, clean, and appropriate facilities for instruction, learning, and engagement. Funds may be used to enhance facilities for new programming, curriculum enrichment during the	$297,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school day, extra curricular activities, and student safety. These funds may be used for upgrading athletic and visual and performing arts areas, spaces for college and career pathway programs, and/or other facilities to support low-income student access to exploring new interests. Improvements will ensure student safety and efficient use of space to maximize learning time. Funds will be used for services, purchase of equipment, and short term staffing needed to implement projects.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage families and the community to form active partnerships to ensure the academic and social growth of students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Dixon Unified School District developed this goal in response to educational partner feedback identifying family engagement, parent education, and community partnerships as critical components of student success. District survey data showed that 92% of parents believe opportunities for parent education and outreach are important, while 95% identified family and community events as a priority. Families and community members consistently emphasized the importance of strong school-to-home partnerships, accessible communication, and meaningful opportunities to participate in their children's educational experience.

The district also recognizes that preparing students to graduate college and career ready requires strong partnerships with local postsecondary institutions, businesses, apprenticeship programs, and community organizations. These partnerships expand student access to real-world learning experiences, career exploration, internships, dual enrollment opportunities, and pathways that support long-term success beyond high school.

While Dixon Unified has made progress in increasing family involvement and community collaboration, the district continues to prioritize expanding engagement opportunities for all families, particularly those representing unduplicated pupil groups, including English Learners, low-income students, and foster/homeless youth. These families may face barriers related to language access, transportation, work schedules, or unfamiliarity with school systems that can limit participation. By strengthening outreach, improving two-way communication, and creating more inclusive and culturally responsive engagement opportunities, the district seeks to build authentic partnerships that support the academic, social-emotional, and future success of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Promotion of Parental Participation in Programs for Unduplicated Student	2023-2024: 170 Graduates	2024-2025: 170 Graduates	2025-26: 0 Graduates	180 Graduates	Decreased by 170

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Groups: Parent Graduation from PIQE (or similar) Program as Reported by Completion Report. (Priority 3)					
3.2	Promotion of Parental Participation: Number of Responses for LCAP Annual Survey as Tracked Using Parentsquare. (Priority 3)	2023-2024: 558 Responses	2024-2025: 171 Responses	2025-26: 159 Responses	600 Responses	Decreased by 399
3.3	Promotion of Parental Participation: Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3)	2023-2024 DELAC: 17 Participants ELAC: 202 Participants	2024-2025: DELAC: 80 Participants ELAC: 173 Participants	2025-26 DELAC: 55 Participants ELAC: 126 Participants	DELAC: 30 Participants ELAC: 200 Participants	Increased DELAC by 38 Decreased ELAC by 76
3.4	ELAC Promotion of Parental Participation: Number of Parents of Students with Exceptional Needs Participating in Advisory Meetings as Tracked by Sign-in Sheets. (Priority 3)	2023-2024: 6 Participants	2024-2025: 22 Participants	2025-26 10 Participants	25 Participants	Increased by 4 participants
3.5	Number of Articulated Partnerships with Post-Secondary Schools, Apprenticeship Programs, Local Business, and/or Service Groups as Reported by Written Agreements.	2023-2024: 8 Partnerships	2024-2025 8 Partnerships	2025-26: 10 Partnerships	10 Partnerships	Increased by 2

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Dixon Unified School District made moderate progress toward achieving its goal of strengthening family and community engagement to support student success. The district successfully expanded partnerships with postsecondary institutions, apprenticeship programs, local businesses, and community organizations, increasing opportunities for students and strengthening connections between schools and the broader community (3.2). In addition, the bilingual parent liaison program continued to be a valuable resource for families, improving communication, increasing access to services and supports, and fostering stronger relationships between schools and families (3.4). District-level engagement of families of English learners also improved, as evidenced by increased participation in DELAC for the second consecutive year (3.3).

At the same time, several indicators suggest the need for continued focus on family engagement efforts. Participation in ELAC declined for the second consecutive year, and LCAP survey participation remained relatively stagnant following a significant decrease in the prior year. The district also did not offer PIQE parent education programming during the year and is currently gathering stakeholder input to redesign parent education opportunities that better meet the needs of families. Moving forward, the district will focus on strengthening site-level outreach, increasing opportunities for meaningful family participation, and implementing more responsive engagement strategies to ensure that all families, particularly those representing unduplicated student groups, are actively connected to and engaged in their children's education.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures. Expenditures remained aligned with the approved budget.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Dixon Unified School District has made progress in strengthening family and community engagement, though results across actions are mixed, reflecting both successes and areas for additional focus to fully achieve the goal of building strong partnerships that support student academic and social growth.

District-Level Coordination of Family Engagement and Outreach (Actions 3.2, 3.3, 3.6)

DUSD continued to invest capacity in the District English Learner Advisory Committee (DELAC), and participation increased for the second consecutive year, reflecting successful district-level outreach and engagement of families of English learners. The District did not offer PIQE (Parent Institute for Quality Education) to provide parent education workshops. The district is revisiting its approach to parent education and gathering input from families and educational partners regarding the types of learning opportunities and supports that would be most valuable. This feedback will be used to inform the development of a parent education program that is responsive to community needs and promotes meaningful family engagement in the coming year. LCAP survey participation remained largely unchanged following a significant decline the previous year, indicating the need for more accessible, inclusive, and responsive communication strategies that better engage families, particularly those representing unduplicated pupil groups.

Site-Based Community Engagement and Outreach (Actions 3.4, 3.5)

The district expanded articulated partnerships with postsecondary institutions, apprenticeship programs, local businesses, and community organizations, strengthening college and career readiness opportunities for students, particularly those from underserved groups. The district's bilingual parent liaison program has been successful in strengthening connections between schools and families by providing culturally and linguistically responsive support. Bilingual parent liaisons have helped families navigate school systems, access resources and services, participate in school events, and communicate effectively with school staff. Participation in site-based English Learner Advisory Committees (ELACs) declined for the second consecutive year, decreasing from 202 to 126 participants. This suggests a need to strengthen site-level outreach and communication with a specific focus on ELAC.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While there are not significant changes to planned goals or actions for the coming year, after reflection on prior practice, the District will adjust how we provide coordination of family engagement and outreach.

Based on reflections on prior practice, the District will support family engagement efforts at sites via the work of several district-level roles (Action 3.3). Members of the Educational Services department, including the EL Coordinator, Director of Student Services, and Executive Director of Educational Services will provide both coordination of and training to site-based staff to ensure consistent implementation of initiatives that effectively engage families, particularly those of unduplicated students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for	This action is discontinued and replaced with actions 3.2 through 3.6 (-To provide leadership, coordination, and system support fund the Coordinator of Outreach, Engagement, and Innovation position.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Unduplicated Student Groups	-Maintain the Bilingual Parent Liaison Program to ensure there are dedicated staff at each site to engage directly with families. Parent Liaisons focus their outreach efforts on students from the unduplicated list, and work hand-in-hand with principals and teachers to ensure positive relationships between home and school. -Maintain additional FTE for bilingual staff to translate for families. -Continue and expand opportunities for parent education. As needed, the District will contract with outside agencies (such as the Parent Institute for Quality Education [PIQE]) to provide family engagement workshops, professional development, and other services to improve engagement. -Enhance opportunities for parent and community involvement in schools by providing each school with a funding allocation to execute at least one additional community outreach event per academic year. The needs of the families of students in the unduplicated count will be the primary consideration in the design and delivery of these events.)		
3.2	Engage with Community Partners to Increase Opportunities for Students and Families (LREBG) (Formerly Titled 'Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment.'	School site administrators and District leaders will engage with the community to create opportunities for support of students and families. The program will continue and/or establish events which build community and trust, offer parent education, and work with sites to expand and improve student recognition programs. Leaders will seek out and establish formal agreements with outside agencies, such as post-secondary education institutions, apprenticeship programs, businesses, and/or non-profit organizations to increase opportunities for students to receive academic support and engage in post-secondary college and career planning. LREBG-Funded: All three DUSD secondary schools are in the "Low" status (Dixon High, John Knight Middle School) or "Very Low" (Maine Prairie High School) for English Language Arts and Math on the CA Dashboard. Two secondary schools (John Knight Middle and Maine Prairie High School) have "Very High" Chronic Absenteeism. Providing services to students(e.g., mentoring, apprentice programs, tutoring) and families (parent education) is consistent with the California Community Schools	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Partnership Act regardless of grantee status are allowable uses of LREBG funding. ($2,909). ______________________________________ Formerly Written As: Under the direction of the Public Information Officer, continue with creation and implementation of a community outreach program that celebrates the District's efforts in serving students, enhances the District's reputation in the community and region at large, acts as a recruitment and retainment tool for current and future staff, and decreases the number of Dixon students seeking enrollment in non-DUSD schools. To do this, the program will, among other things, improve the District's online presence by disseminating news and highlights, continue and/or establish events which build community and trust (such as the Back to School Festival), and work with sites to expand and improve student recognition programs. Seek out and establish formal agreements with outside agencies, such as post-secondary education institutions, apprenticeship programs, businesses, and/or non-profit organizations to increase opportunities for students to engage in post-secondary college and career planning. When possible, link these opportunities with current or new Career Technical Education (CTE) programs).		
3.3	District-Level Coordination of Family Engagement and Outreach	Provide district support to school sites for coordinating and expanding site-based family engagement strategies. This includes facilitating collaboration across sites, and providing training to site-based staff to ensure consistent implementation of initiatives that effectively engage families, particularly those of unduplicated students. ______________________________________ Formerly Written As:	$21,826.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide dedicated district leadership by employing staff in roles responsible for coordinating and expanding family engagement strategies district-wide. This includes oversight of programs, outreach efforts, and collaboration across sites to ensure consistent implementation of initiatives that effectively engage families, particularly those of unduplicated students.		
3.4	Bilingual Parent Liaison Program (LREBG)	Maintain the districtwide Bilingual Parent Liaison Program, assigning dedicated staff members at each school site to directly engage with families. These Parent Liaisons focus outreach specifically on unduplicated student groups and work collaboratively with principals and teachers to foster strong, positive home-school relationships, ensuring families have increased access to information and resources. LREBG-Funded: Nine student subgroups across the District continue to have a Chronic Absenteeism status of "Very High." Five of six District schools (Maine Prairie High School, John Knight Middle School, Anderson Elementary, Tremont Elementary, and Gretchen Higgins Elementary) have a Chronic Absenteeism status level of "High" or "Very High." This action is an evidence-based student and family support to reduce chronic absenteeism, and allowable use of LREBG funds. ($218,932).	$221,841.00	Yes
3.5	Site-Based Community Engagement & Outreach	Allocate additional funding to each school site to support at least one extra community outreach event each year. These events will be designed to meet the specific cultural, linguistic, and social-emotional needs of families of unduplicated students. The goal is to increase meaningful family engagement and strengthen partnerships between schools and the communities they serve.	$0.00	No
3.6	Translation and Interpretation Services	Provide ongoing districtwide translation and interpretation services by maintaining bilingual support staffing. These services ensure equitable family engagement, clear communication, and increased accessibility for multilingual families across school events, conferences, meetings, and other critical school-home interactions.	$12,971.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,503,274.00	$665,839

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.651%	0.000%	$0.00	21.651%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Competitive Compensation to Improve Staffing **Need:** When engaging educational partner groups, all stated that recruiting and retaining high quality staff was their number one priority. This was stated by staff, students, parents, and management. For example, DUSD conducted a parent survey that asked families to rate the importance of 23 District priorities and	This Action allows the District to more competitively recruit and retain staff. As California is a collective bargaining state, any increases in compensation must be done at the LEA level. The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive	The district will specifically monitor the percentage of teachers currently classified as "clear" on the CA School Dashboard. Additionally, we will monitor the percentage of positions created in the LCAP that have been filled for the entire academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	initiatives. Of the 486 respondents, 300 (62%) rated it as Most Important, and 156 (32%) rated it as Very Important. The remaining 6% of respondents rated it as Important, and not a single respondent labeled recruitment and retainment of high quality staff as Not Important. From an unduplicated student need standpoint, DUSD has significant areas in need of improvement. In 2023, our English Learner student group qualifies for Differentiated Assistance based on our California School Dashboard results. 22.7% are Chronically Absent, which speaks to academic engagement. Suspension rates for unduplicated groups remain in high status (Homeless 5.7%, Socioeconomically Disadvantaged 5.5%), and English Learner students are an Orange on the Dashboard for this indicator. All unduplicated student groups continue to be in Low or Very Low status for English Language Arts and Math. English Learners are at 83.5 points below standard in ELA, and 101 points below in math; Socioeconomically Disadvantaged students are 60.8 points below standard in ELA, and 85 points below in math; and Homeless youth are 73.1 points below in ELA, and 112 points below in math. In short, there is much work to do in DUSD to meet our Mission to ensure all students graduate college and career ready, and this simply will not happen if we are not able to recruit, hire, and retain high quality staff.	compensation and professional growth opportunities. In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Investing in competitive salaries is essential to attract and retain experienced, credentialed educators who can implement research-based strategies, differentiate instruction, and provide culturally responsive support. Additionally, ongoing professional development and training in effective pedagogical approaches—especially in serving English Learners, students with disabilities, and socioeconomically disadvantaged youth—are vital to strengthening the district's instructional capacity and reversing current trends.	year, and our local HR Staffing Report DUSD commits to working with labor partners to identify other ways to enhance recruitment and retention, as well as to identify other funding sources to continue this compensation increase should its continuance be required through the negotiations process. In addition to this metric, the District will expect to see a decrease in its Chronic Absenteeism rate, and a corresponding increase in ADA, as academic engagement is principally driven by high-quality, fully credentialed, and experienced staff. Finally, the District will monitor student group academic achievement, especially that of unduplicated student groups, to ensure this action is having the intended impact on the achievement gap. Metrics:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The District has conducted numerous compensation studies for staff in our region, and the District has not kept pace with salaries of neighboring districts over the past five years for teachers, administrators, and classified employees. For example, starting salaries for DUSD teachers are 15.6% lower than those offered in Davis, 13.21% lower than Esparto, 17.46% in Winters, and 26.19% lower than Travis. This has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. As such, multiple vacancies have inhibited DUSD from fully implementing actions and services described in prior LCAPs. In 2023-24, 27% of the positions called for in the LCAP were unfilled for all or part of the academic year. Practically, this has had a significant impact on our ability to deliver the actions and services outlined in the plan, which has a disproportionate effect on our unduplicated students and potentially further exacerbates the existing opportunity gaps. As an example, the District's elementary reading intervention program, a key strategy to meet the needs of English Learners, socio-economically disadvantaged students, students with disabilities, and homeless and foster youth has not been fully staffed since 2019. Teachers slated for these positions have had to be placed in regular classroom teaching assignments as the District has been unable to staff them. The result: the amount of time with a highly qualified reading specialist has been decreased, and the students most in need of this service are from unduplicated		1.5 Teacher Assignment: Percent of Teaching FTE Classified as "Clear" on CA School Dashboard. (Priority 1) Local Data on Percent of Teachers with a Clear Credential Local Data on Staff Vacancy Data Certificated staff retention rate Certificated vacancies in schools serving the highest population of unduplicated students Retention rate of new hires The percentage of newly hired teachers who report that competitive salary was a factor in their decision to join the district, as measured by the annual new hire survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups. Moreover, teachers in these positions also work in our elementary ELD program, which is designed to provide services to students in smaller classes and in more discreet ability groups. As a result of these shortages, English Learners have been placed in larger class sizes during their designated ELD time, and with more mixed ability grouping, contrary to best practices and the intent of the program. While the District is statutorily compliant, our efforts to accelerate the closure of the opportunity gap has been greatly impacted. While we are fortunate in our area to have high quality teaching credential programs (UC Davis, Sac State, etc.), graduates from these programs are not interested in our District as a first choice. The reason we hear over and over is that our compensation is not competitive. Moreover, we often have vacancies late in the hiring cycle (i.e., June), as other local Districts recruit from our teaching pool due to our lower salaries. **Scope:** LEA-wide		
1.7	**Action:** Comprehensive Recruitment and Retention Plan **Need:** When engaging educational partner groups, all stated that recruiting and retaining high quality staff was their number one priority. This was	This Action allows the District to to remain competitive in recruiting and retaining high-quality staff, the District must take proactive steps to strengthen its human capital systems. As California is a collective bargaining state, any compensation increases must be negotiated at the LEA level, requiring strategic leadership and coordination.	Effectiveness of the Comprehensive Recruitment and Retention Plan will be measured by staffing stability, teacher retention (including at high-need sites), multi-year retention of new

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	stated by staff, students, parents, and management. For example, DUSD conducted a parent survey that asked families to rate the importance of 23 District priorities and initiatives. Of the 486 respondents, 300 (62%) rated it as Most Important, and 156 (32%) rated it as Very Important. The remaining 6% of respondents rated it as Important, and not a single respondent labeled recruitment and retainment of high quality staff as Not Important. From an unduplicated student need standpoint, DUSD has significant areas in need of improvement. In 2023, our English Learner student group qualifies for Differentiated Assistance based on our California School Dashboard results. 22.7% are Chronically Absent, which speaks to academic engagement. Suspension rates for unduplicated groups remain in high status (Homeless 5.7%, Socioeconomically Disadvantaged 5.5%), and English Learner students are an Orange on the Dashboard for this indicator. All unduplicated student groups continue to be in Low or Very Low status for English Language Arts and Math. English Learners are at 83.5 points below standard in ELA, and 101 points below in math; Socioeconomically Disadvantaged students are 60.8 points below standard in ELA, and 85 points below in math; and Homeless youth are 73.1 points below in ELA, and 112 points below in math. In short, there is much work to do in DUSD to meet our Mission to ensure all students graduate college and career ready,	The hiring of highly qualified Human Resource specialist is a critical component of this strategy. This executive leadership role is designed to bring strategic focus to talent acquisition, employee support, and overall workforce stability. A dedicated percentage of this position's responsibilities is specifically targeted to support the implementation of this action, including leading recruitment and retention initiatives and enhancing systems that contribute to a positive and sustainable workplace culture. This targeted leadership investment enables the District to attract top talent, streamline hiring and onboarding processes, improve employee engagement, and ultimately ensure a stable, high-performing workforce committed to student success. The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to retain and attract highly qualified teachers through competitive compensation and professional growth opportunities. In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points	hires, and new hire survey data regarding factors influencing employment decisions, including compensation. Hiring / Staffing Metrics: Percent of teaching FTE classified as "Clear" on CA School Dashboard. (Priority 1) (Metric 1.5) Percent of teachers with a Clear Credential (local data) Percent of teaching positions filled by the first day of school (local data) Teacher Retention Metric: Annual teacher retention rate, including disaggregation by high-need schools (high UPP %) 3-year retention rate of newly hired teachers Recruitment Perception Metric: Percent of new hires who report "competitive salary" as a reason for accepting a position

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and this simply will not happen if we are not able to recruit, hire, and retain high quality staff. The District has conducted numerous compensation studies for staff in our region, and the District has not kept pace with salaries of neighboring districts over the past five years for teachers, administrators, and classified employees. For example, starting salaries for DUSD teachers are 15.6% lower than those offered in Davis, 13.21% lower than Esparto, 17.46% in Winters, and 26.19% lower than Travis. This has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. As such, multiple vacancies have inhibited DUSD from fully implementing actions and services described in prior LCAPs. In 2023-24, 27% of the positions called for in the LCAP were unfilled for all or part of the academic year. Practically, this has had a significant impact on our ability to deliver the actions and services outlined in the plan, which has a disproportionate effect on our unduplicated students and potentially further exacerbates the existing opportunity gaps. As an example, the District's elementary reading intervention program, a key strategy to meet the needs of English Learners, socio-economically disadvantaged students, students with disabilities, and homeless and foster youth has not been fully staffed since 2019. Teachers slated for these positions have had to be placed in regular classroom teaching assignments as the District has been	below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality and stability of instruction. Hiring a highly qualified Human Resources specialist is a strategic investment in addressing the needs of unduplicated students by ensuring the district can effectively attract, hire, and retain experienced, credentialed educators who are prepared to meet the diverse learning needs of all students. This leadership role is critical in implementing equitable hiring practices, minimizing teacher vacancies, and building a stable, high-quality workforce. By strengthening systems for recruitment, onboarding, and retention, particularly in hard-to-staff schools and high-need areas, the HR administrator directly supports improved instructional consistency and access to educators trained in culturally responsive teaching and evidence-based strategies for English Learners, students with disabilities, and socioeconomically disadvantaged youth. This role also supports the coordination of professional development aligned with student needs, ultimately increasing the district's capacity to deliver high-impact instruction and improve outcomes for its most vulnerable learners.	In addition, the District will monitor student group academic achievement, especially that of unduplicated student groups, to ensure this action is having the intended impact on the achievement gap. The District will also expect to see a decrease in its Chronic Absenteeism rate, and a corresponding increase in ADA, as academic engagement is principally driven by high-quality, fully credentialed, and experienced staff. Finally, DUSD commits to working with labor partners to identify other ways to enhance recruitment and retention, as well as to identify other funding sources to continue this compensation increase should its continuance be required through the negotiations process.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unable to staff them. The result: the amount of time with a highly qualified reading specialist has been decreased, and the students most in need of this service are from unduplicated student groups. Moreover, teachers in these positions also work in our elementary ELD program, which is designed to provide services to students in smaller classes and in more discreet ability groups. As a result of these shortages, English Learners have been placed in larger class sizes during their designated ELD time, and with more mixed ability grouping, contrary to best practices and the intent of the program. While the District is statutorily compliant, our efforts to accelerate the closure of the opportunity gap has been greatly impacted. While we are fortunate in our area to have high quality teaching credential programs (UC Davis, Sac State, etc.), graduates from these programs are not interested in our District as a first choice. The reason we hear over and over is that our compensation is not competitive. Moreover, we often have vacancies late in the hiring cycle (i.e., June), as other local Districts recruit from our teaching pool due to our lower salaries. **Scope:** LEA-wide		
1.8	**Action:** Targeted ELD Instruction (LREBG)	In providing additional teacher FTEs to create smaller English Language Development (ELD) classes, DUSD commits to providing highly targeted designated ELD instruction based on	1.9 CA Dashboard English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen instruction for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. Lowest Performing School: Gretchen Higgins Elementary **Scope:** LEA-wide	students discrete language level and grade, in a smaller class setting. The adopted ELD curriculum is dependent on ample opportunity for students to collaborate and practice speaking. These activities are better suited to smaller class sizes.	1.11 EL Reclassification Rate Percent of students increasing at least one level on the Summative ELPAC
1.13	**Action:** Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners. (LREBG) **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the urgent need to strengthen Tier I instruction.	The purchase of new curriculum and instructional materials is a targeted strategy to address the persistent achievement gaps experienced by unduplicated pupils, including English learners, socioeconomically disadvantaged students, and foster youth. These students often encounter barriers to accessing rigorous, grade-level instruction due to outdated materials that lack language supports, cultural relevance, or alignment with current standards. By selecting curricula that are principally directed toward the needs of unduplicated pupils, Dixon Unified is ensuring that instructional materials not only meet	Effectiveness will be measured by implementation fidelity of newly adopted curriculum, increased access to grade-level, standards-aligned instruction for unduplicated pupils, and improved academic outcomes including CAASPP performance and English learner progress.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are deeply tied to the quality of core instruction. There is a persistent performance gap for ELs, Socio-Economically Disadvantaged, Students with Disabilities, and Homeless/Foster Youth. Additionally, this action is designed to address the ELA performance of Students with Disabilities at Anderson, Tremont, and John Knight Middle School; Socioeconomically Disadvantaged and English Learner students at John Knight Middles School; and the Mathematics Performance of Students with Disabilities at Tremont and English Learners and Socioeconomically Disadvantaged students at Dixon High School. Districtwide, this action impacts the Mathematics performance of English Learners, Homeless, and African American students.	the demands of the California Common Core State Standards (CCSS) but also provide embedded scaffolds, culturally responsive content, and integrated language development strategies—all of which are critical to supporting equitable access and engagement. This action also includes the use of instructional technology platforms and applications that enhance student participation and personalize learning, which is especially important for students who may lack academic support at home. In addition, these curriculum adoptions are paired with aligned professional development to ensure teachers are prepared to effectively implement the materials with fidelity and responsiveness to student needs. Provided on an LEA-wide basis, this action ensures that all students across all schools, particularly those in unduplicated student groups, benefit from a consistent, high-quality instructional experience designed to close opportunity and achievement gaps while promoting academic excellence for all. While all unduplicated students will benefit from this investment, the curriculum selection and implementation process is specifically designed to address the needs of Multilingual Learners, who face both linguistic and academic barriers to success in English Language Arts.	Percent of teachers implementing new curriculum with fidelity (local data) Percent of classrooms observed providing grade-level, CCSS-aligned instruction with language supports (local data) CAASPP ELA performance (1.3) CAASPP ELA performance for unduplicated pupils Local ELA assessment data (1.22) Local ELA assessment data for unduplicated pupils CA School Dashboard English Learner Progress Indicator (ELPI) (1.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.16	**Action:** Class-size reduction **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the need to maintain reduced class sizes to accelerate academic achievement. In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are tied to students receiving additional academic support and targeted interventions. **Scope:**	Maintaining reduced class sizes is a strategic action designed to accelerate academic achievement for unduplicated pupils, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. These student groups often require more individualized instruction, greater teacher feedback, and additional academic support to overcome persistent opportunity and achievement gaps. Smaller class sizes create the conditions for deeper relationships between students and teachers, increased engagement, and more responsive instruction. These environments are especially beneficial for English learners, who need frequent, targeted interactions to build academic language, and for students struggling in core subjects who benefit from immediate, tailored feedback. By implementing this action on a schoolwide or LEA-wide basis, the district ensures that all unduplicated students across all schools have equitable access to these enhanced learning conditions. This systemic approach promotes coherence in intervention strategies, helps normalize support structures across sites, and reinforces the district's broader commitment to equitable outcomes for students who face the greatest educational challenges.	Effectiveness will be measured by maintaining reduced class sizes in targeted courses, increased access for unduplicated pupils to these courses, and improved academic outcomes including growth and state assessment performance. Average class size in targeted courses serving unduplicated pupils Percent of unduplicated pupils enrolled in targeted courses (ELD, AVID, academic support) CAASPP ELA performance (1.3) and Math performance (1.6) for unduplicated pupils Local ELA (1.22) and Math (1.23) assessment data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.18	**Action:** District Librarian and Library Technicians to Expand Library Access (LREBG) **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the need to maintain reduced class sizes to accelerate academic achievement. In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are tied to equitable access to literacy resources. **Scope:**	A certificated librarian will expand access to literacy resources, research skills, and academic support for unduplicated pupils. The librarian will: Provide structured access to library resources, technology, and academic support spaces Provide targeted literacy support and research instruction aligned to core content classes Collaborate with teachers to integrate information literacy and reading strategies into instruction Ensure that library collections are culturally responsive, aligned to academic standards, and inclusive of materials that reflect the diverse backgrounds and interests of students. A District Librarian can lead systemwide efforts to embed research skills, digital literacy, and independent reading into the curriculum. This is a key strategy for closing opportunity gaps that directly impact academic outcomes in both ELA and other content areas. This action is principally directed toward unduplicated pupils, who may face systemic barriers to accessing high-quality, culturally relevant instructional materials and enrichment resources that can limit literacy development, academic success, and college and career readiness.	Effectiveness will be measured by increased access to library services for unduplicated pupils, student engagement with literacy resources, integration of library services into classroom instruction, and improved literacy outcomes as measured by benchmark and state assessments Percent of unduplicated pupils accessing library services Number of classes receiving librarian-supported instruction CAASPP ELA performance (1.3) and Math performance (1.6) for unduplicated pupils Local ELA (1.22) and Math (1.23) assessment data CA School Dashboard CCI Rate (1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.20	**Action:** Expanded Support Staff for Data Monitoring and Planning (LREBG) **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the need for data monitoring, planning, and intervention strategies specifically targeted to English Learners and other unduplicated student groups. In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are tied to equitable access to literacy resources.	Expanding support staff for data monitoring and planning plays a critical role in addressing the needs of unduplicated pupils, particularly English learners, foster youth, and socioeconomically disadvantaged students, by ensuring that these students are not only identified for support but consistently monitored throughout the school year. These positions enable the district to implement more responsive and effective interventions by collecting and analyzing real-time data on academic progress, English language development, attendance, and other key indicators. Timely data reporting equips site leaders, teachers, and families with actionable insights that guide instruction, resource allocation, and support services. For English learners, in particular, regular monitoring aligned with ELPAC performance and reclassification criteria ensures that language development strategies are appropriately aligned with student needs. Providing this action on an LEA-wide basis ensures a cohesive and equitable system for tracking and supporting unduplicated students across all schools, regardless of size or demographics. This infrastructure strengthens the district's ability to close achievement gaps and sustain continuous improvement efforts grounded in evidence-based practices.	Effectiveness will be measured by timely identification and support of students based on data, educator capacity to use data to inform instruction, and improved student outcomes including English learner progress and academic growth for unduplicated pupils. Percent of identified unduplicated students receiving targeted interventions each trimester / semester Percent of teachers reporting that data systems/support improve their ability to adjust instruction CAASPP ELA performance (1.3) and Math performance (1.6) for unduplicated pupils Local ELA (1.22) and Math (1.23) assessment data CA School Dashboard ELPI (1.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** LEA-wide		
1.21	**Action:** Teacher(s) on Special Assignment for Reading Intervention Coordination (LREBG) **Need:** The academic performance data in both English Language Arts (ELA) and Mathematics from the California School Dashboard reveal systemic challenges in Dixon Unified School District, underscoring the need for well-coordinated systemic early literacy intervention specifically targeted to English Learners and other unduplicated student groups.	Funding Teacher(s) on Special Assignment (TOSAs) for Reading Intervention Coordination directly addresses the needs of unduplicated pupils—particularly English learners, foster youth, and socioeconomically disadvantaged students—who are more likely to require structured, targeted support in developing foundational literacy skills. These students often face learning gaps that can widen without consistent and effective intervention. By coordinating reading intervention programs districtwide, TOSAs ensure that instructional approaches are aligned, evidence-based, and equitably implemented across school sites. Their work includes supporting teachers with professional development, providing coaching on	Effectiveness will be measured by improved quality of intervention instruction, and student reading growth as measured by benchmark assessments and successful exit from intervention. Percent of intervention groups implementing evidence-based reading strategies Percent of students in intervention meeting or

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	In ELA, students scored an average of 47.2 points below standard, with student groups such as Students with Disabilities falling 122 points below, and English Learners and Long-Term English Learners scoring 83.5 and 110.9 points below standard, respectively—all of whom remain in the Orange or Red performance bands. Mathematics data paint an even more concerning picture, with All Students performing 72.5 points below standard, and particularly steep gaps for Students with Disabilities (135.4 points below) and Long-Term English Learners (169.4 points below). These persistent achievement gaps suggest that student learning outcomes are tied to equitable access to literacy resources. **Scope:** LEA-wide	effective intervention strategies, and monitoring program fidelity to ensure students receive the level of support needed to succeed. Implementing this action on an LEA-wide basis ensures that all schools, regardless of available site-level capacity, benefit from centralized expertise and consistent practices. This systemic coordination helps prevent uneven access to quality reading supports and ensures that unduplicated students across all campuses receive high-impact instruction that is tailored to their specific learning needs, accelerating progress and narrowing persistent achievement gaps in literacy.	exceeding expected growth on reading assessments CAASPP ELA performance (1.3) and Math performance (1.6) for unduplicated pupils Local ELA (1.22) and Math (1.23) assessment data
1.27	**Action:** Mathematics Professional Development and Alignment (LREBG) **Need:** All unduplicated student groups continue to be in Low or Very Low status for Math achievement. English Learners are at 101 points below standard in math; Socioeconomically Disadvantaged students are 85 points below standard in math; and Homeless youth are 112 points below in math. In short, there is much work to do in DUSD to meet our Mission to ensure all students graduate college and career ready. Providing	Funding professional development directly addresses the needs of unduplicated pupils—particularly English learners, foster youth, and socioeconomically disadvantaged students—who are more likely to require s structured, targeted support in developing foundational literacy skills. These students often face learning gaps in math that widen without highly effective and rigorous instruction. Implementing this action on an LEA-wide basis ensures that all schools benefit from the professional development and helps prevent uneven access to quality math instruction. It ensures that unduplicated students across all campuses receive high-impact instruction,	CAASPP Math performance (1.6) Local Math (1.23) assessment data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	professional development specific to the Mathematics Framework will support staff to more effectively implement rigorous curricula that can close gaps. **Scope:** LEA-wide	accelerating progress and narrowing persistent achievement gaps in math.	
1.29	**Action:** Supplemental Pay for Professional Development Outside Regular Hours **Need:** There is a clear identified need to provide supplemental pay for professional development outside regular hours in order to effectively support the learning needs of unduplicated students—particularly English learners, foster youth, and socioeconomically disadvantaged students. These student groups often require targeted instructional strategies, differentiated supports, and consistent intervention systems that go beyond core curriculum delivery. To implement and sustain these supports, staff must engage in ongoing professional learning, including collaboration, curriculum alignment, data analysis, and strategy refinement. However, many of these critical activities must occur outside of contractual hours, especially in districts with limited embedded time during the instructional day. **Scope:**	Providing supplemental pay for professional development outside regular hours addresses the unique and pressing needs of unduplicated pupils by enabling educators and staff to participate in ongoing training and collaboration that directly targets these students' academic and social-emotional needs. These student groups often require specialized instructional strategies, differentiated interventions, and culturally responsive practices that go beyond what is typically covered in standard professional development. However, without compensation, staff may be unable or unwilling to commit additional time outside their contracted hours, limiting the district's ability to implement high-quality, equity-focused professional learning initiatives. By compensating certificated, classified, and administrative staff for participation in training, planning, and collaboration occurring beyond the standard workday or school calendar, the district ensures sustained engagement and wider participation in critical learning activities. These may include data analysis to inform targeted interventions, development of inclusive curriculum materials, co-teaching models, and ELD	Effectiveness will be measured by staff participation in professional learning opportunities supported through supplemental compensation, particularly among those serving unduplicated pupils, improved educator capacity and instructional practices, and improved student outcomes including English learner progress and academic growth. Percent of staff serving unduplicated pupils participating in PD Percent of classrooms observed implementing PD-aligned instructional strategies CAASPP ELA performance (1.3) and Math performance (1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	instructional planning. Implemented on an LEA-wide basis, this action promotes consistent practices across all schools, ensures that all unduplicated students benefit from well-trained and aligned educators, and strengthens the district's overall capacity to close opportunity and achievement gaps. This action can also be utilized to cover substitutes if needed for staff if the professional development occurs during their contractual hours.	Local ELA (1.22) and Math (1.23) assessment data
1.31	**Action:** AVID **Need:** The College/Career Indicator (CCI) and A-G completion rates for unduplicated students in Dixon Unified reveal a clear and compelling need for expanding AVID programming to support college and career readiness. Only 35% of socioeconomically disadvantaged students, 29% of English Learners, and 33% of students experiencing homelessness are classified as "Prepared" on the CCI. While there were some gains, these percentages remain significantly below the statewide averages. Similarly, A-G completion rates, which are critical for UC/CSU eligibility, are lower for unduplicated students in Dixon compared to the state: only 21% of English Learners and 31% of low-income students completed A-G requirements, compared to 22.4% and 39.5% statewide, respectively. These indicators underscore the need to provide academic scaffolding, college-going supports, and skill-building opportunities that	The expansion of AVID directly addresses the needs of unduplicated pupils by providing targeted academic support, college and career readiness instruction, and a structured system for developing the skills necessary to succeed in rigorous coursework. By embedding AVID strategies, the district provides systematic academic support, including note-taking, inquiry-based learning, goal-setting, and tutoring. AVID also fosters a college-going mindset and builds critical soft skills such as organization, time management, and perseverance. Implementing AVID on a district-wide basis ensures that unduplicated students across all sites receive consistent support, while reinforcing districtwide goals around equity, rigor, and postsecondary access. This action promotes both academic acceleration and systemic alignment, making it a vital strategy for closing readiness gaps and increasing college and career preparedness for Dixon's most underserved students. To ensure strong and consistent implementation, Dixon Unified will fund an AVID Specialist position.	Effectiveness will be measured by implementation of AVID instructional practices, increased access to rigorous coursework for unduplicated pupils, and improved college and career readiness outcomes as measured by the College/Career Indicator. Percent of AVID classrooms implementing AVID strategies with fidelity Percent of unduplicated pupils enrolled in A–G coursework (1.10) Percent of unduplicated pupils "Prepared" on the College/Career Indicator (1.15)

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	AVID is designed to deliver. AVID helps students develop the organizational, critical thinking, and literacy skills necessary to access and succeed in rigorous coursework while fostering a strong college-going culture. By targeting this intervention districtwide, the district can create coherent, equity-focused systems of support that raise expectations and outcomes for students who have historically been underrepresented in postsecondary pathways. To lead this work, Dixon Unified will employ an AVID Specialist position. This role will be responsible for overseeing the implementation, expansion, and continuous improvement of AVID programming across all school sites. The AVID Specialist will provide leadership, professional development, and coordination to ensure fidelity to the AVID model and alignment with districtwide college and career readiness goals. By centralizing support and strategic planning under this dedicated role, the district can strengthen systems of accountability, expand access to rigorous coursework, and improve postsecondary outcomes for all students particularly those in underserved groups. **Scope:** LEA-wide	This role will focus specifically on supporting unduplicated students by coordinating AVID strategies and resources across school sites, analyzing student data to identify areas of need, and collaborating with site teams to improve instructional practices. The AVID Specialist will also provide professional development and coaching to educators, helping to build site-level capacity to support underrepresented students in accessing advanced coursework and achieving postsecondary success. By providing this position at the district level, Dixon Unified demonstrates a commitment to equity and sustainability, ensuring that the AVID system is effectively aligned with the unique needs of unduplicated students districtwide.	School progress toward achieving AVID schoolwide (1.16)
2.3	**Action:** Actions and Initiatives to Improve Attendance Rates for Unduplicated Students (LREBG)	Improving student attendance is a critical strategy for supporting unduplicated pupils. Through attendance monitoring, targeted outreach, family engagement, and expanded social-emotional and	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism

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	Need: Dixon USD's performance on the California School Dashboard for chronic absenteeism continues to be a concern. Overall, 23.9% of students missed 10% or more of the 2024-25 academic year. While chronic absenteeism decreased slightly (3.9%) overall, we did not see improvements for several unduplicated groups including Long-Term English Learners, English Learners, Students with Disabilities, and Homeless youth. This speaks to the district's need to urgently address student attendance and engagement for all students, especially as attendance directly impacts students' ability to access their education and make academic progress. **Scope:** LEA-wide	academic supports, the district strives to remove barriers that impact consistent school participation. These efforts will help ensure unduplicated pupils have equitable access to instruction, intervention services, and positive school connections that will contribute to improved academic achievement and overall student success.	2.7 CA School Dashboard High School Graduation Rate
2.4	**Action:** Social-Emotional and Behavioral Leadership and Coordination **Need:** DUSD's suspension rates are higher than the state's for nearly all unduplicated groups, and have increased at two of our three elementary schools since our baseline year. Exclusionary discipline practices have negative impacts on learning and outcomes, and are not effective in addressing root causes of challenging behavior (e.g., trauma, unmet needs, academic skill gaps).	District-level leadership and coordination of social-emotional and behavioral supports is essential to ensuring equitable outcomes for unduplicated students. These students often experience additional barriers such as trauma, housing or economic instability, and language-related challenges that can impact attendance, behavior, engagement, and academic achievement. Through centralized coordination, Dixon Unified School District is able to provide consistent, proactive, and responsive supports across all schools. A districtwide approach ensures that all schools have equitable access to resources, expertise, and	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate 2.8 CA School Dashboard Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	behavioral health supports, promoting consistency in service delivery and strengthening each school's ability to create safe, inclusive, and supportive learning environments where all students can thrive.	
2.5	**Action:** Site-Based Mental Health Clinicians and Interns (LREBG) **Need:** Mental health counselors help improve student engagement, attendance, and graduation outcomes by addressing barriers that interfere with learning and school participation. Through individual counseling, group support, behavior intervention, and collaboration with staff and families, counselors help students build resilience, self-regulation, and positive relationships. Their work contributes to a safer, more supportive school climate and reduces disciplinary incidents that can further disengage students from school. Chronic absenteeism and suspension rates for most unduplicated student groups remain as red, orange or yellow indicators for nearly all schools in the district For unduplicated pupils—including low-income students, foster youth, homeless youth, and English learners—these supports are especially important. Counselors help ensure students receive equitable access to social-	This action funds site-based mental health clinicians and supervised interns who provide critical social-emotional and mental health supports to Dixon Unified students. By ensuring trained professionals are available students have timely access to counseling, crisis intervention, behavioral support, and ongoing care in a familiar and trusted environment. This school-based model reduces barriers to accessing services, promotes early identification and intervention, and contributes to a safe, positive, and supportive school climate that supports both student well-being and academic success. These services are especially impactful for unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, who often experience higher rates of trauma, instability, and unmet social-emotional needs that can interfere with school engagement and learning. Through coordinated supports such as mental health services, Positive Behavioral Interventions and Supports (PBIS), family outreach, and McKinney-Vento services, the district is able to address barriers to attendance, reduce disciplinary incidents, and strengthen students' connection to school. By investing in school-based mental health supports, Dixon Unified promotes resilience, improves student engagement and attendance,	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emotional and behavioral supports that promote stability, connection, and academic progress, increasing the likelihood that students remain engaged, attend school regularly, avoid behaviors that lead to suspension, and successfully complete their education. **Scope:** LEA-wide	and creates equitable conditions for all students—particularly unduplicated pupils—to thrive academically, socially, and emotionally.	
2.6	**Action:** Counseling and Credit Recovery Support **Need:** Data at DUSD secondary schools clearly shows that our unduplicated students need support and resources to remain engaged in and regularly attend school, and to make the academic progress they want and deserve to. Average daily attendance (ADA) is lower and chronic absenteeism higher for nearly all unduplicated groups than their peer groups. Similarly, they are disproportionately reflected in suspension rates, high school drop out data, and graduation rates. **Scope:** Schoolwide	Funding additional counseling positions at secondary schools directly supports unduplicated pupils by providing targeted academic, behavioral, and socio-emotional interventions that address barriers to student success. Counselors help facilitate successful school transitions, improve engagement, and connect at-risk students with needed supports. Enhanced credit recovery programs further assist unduplicated pupils—particularly Students with Disabilities and socioeconomically disadvantaged students—by providing personalized academic interventions and opportunities to recover credits, stay on track for graduation, and improve overall educational outcomes.	2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate 2.2 Average Daily Attendance 2.8 CA School Dashboard Suspension Rate
2.7	**Action:** Career and Technical Education (CTE) Expansion for Equity	Providing additional capacity to lead CTE expansion efforts, and ensure equitable access to	2.3 Percentage of Students completing a Career Technical

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	Need: Several unduplicated groups are reflected in the Orange (Students with Disabilities) and Yellow (ELs, LTELs, Socioeconomically Disadvantaged, Homeless) on the Dashboard's College and Career Indicator (CCI). In addition, the percentage of unduplicated students who have completed a CTE sequence is far below that of other student groups. **Scope:** Schoolwide	these courses at the secondary level supports unduplicated and all students.	Education sequence (DataQuest) 1.15 College / Career Indicator: Percentage of Students Graduating College and Career Ready (CA Dashboard)
2.9	**Action:** School Safety, Climate, and Behavior Intervention Programs (LREBG) **Need:** There is a demonstrated need for Dixon Unified School District to invest in School Safety, Climate, and Behavior Intervention Programs because safe, supportive, and inclusive learning environments are essential for improving outcomes for all students, particularly unduplicated pupils. English Learners, low-income students, and foster/homeless youth are more likely to experience barriers such as trauma, instability, chronic stress, and disengagement from school, which can negatively impact attendance, behavior, academic achievement, and overall well-being.	This action helps create safe, supportive, and inclusive school environments where all students—especially unduplicated pupils—feel connected and valued. English Learners, low-income students, and foster/homeless youth are more likely to experience trauma, instability, and other barriers that can impact behavior, attendance, and academic success. Through School Safety, Climate, and Behavior Intervention Programs such as PBIS, Dixon Unified provides proactive and equitable supports that promote positive behavior, strengthen student relationships, and reduce reliance on exclusionary discipline practices. Implementing these supports districtwide ensures consistency in expectations, interventions, and resources across all school sites. This coordinated approach strengthens staff capacity, promotes equitable access to behavioral and social-emotional supports, and improves student	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate 2.7 CA School Dashboard High School Graduation Rate 2.8 CA School Dashboard Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Key Dashboard indicators, including for Chronic Absenteeism and Suspension, indicate that our Unduplicated Pupils need improved attendance, increased student engagement, and positive school experiences. Comprehensive school climate and behavior supports, including Positive Behavioral Interventions and Supports (PBIS), restorative practices, behavior intervention services, and social-emotional learning, help create consistent expectations, strengthen student relationships, and promote positive behaviors across all school sites. These programs reduce disciplinary incidents and reliance on exclusionary discipline practices that disproportionately affect unduplicated student groups, while increasing students' sense of safety, belonging, and connection to school. By providing coordinated behavioral and climate supports districtwide, Dixon Unified is better able to identify student needs early, respond proactively to behavioral and mental health concerns, and ensure equitable access to supportive interventions. **Scope:** LEA-wide	engagement, school climate, and academic outcomes for the district's most vulnerable student groups.	
2.10	**Action:** Peer Mentorship and Student Leadership Initiatives **Need:**	Peer mentorship programs provide students with meaningful relationships, encouragement, and guidance from relatable role models who help foster belonging, resilience, and school connectedness. Student leadership opportunities further empower students to build confidence,	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.5 MS Dropout Rate 2.6 HS Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Several data points reflect that our unduplicated pupils are less engaged and may feel less connected to school. Chronic absenteeism is Yellow on the CA Dashboard for socioeconomically disadvantaged students. It is Orange on the CA Dashboard for English learners and homeless students and Red for LTELs. Peer mentorship and student leadership initiatives are important and research-based strategies for increasing engagement, connection, and student success, particularly for unduplicated pupils. English Learners, low-income students, and foster/homeless youth may experience barriers such as social isolation, economic instability, or limited access to positive peer and adult support systems, which can impact confidence, attendance, and academic achievement. **Scope:** LEA-wide	develop communication and leadership skills, and actively contribute to a positive and inclusive school culture. Providing these programs districtwide ensures equitable access to mentorship, leadership development, and supportive peer relationships across all school sites. This coordinated approach strengthens student voice and engagement while promoting positive school climates and improved outcomes for unduplicated students and all learners.	2.7 CA School Dashboard High School Graduation Rate
2.12	**Action:** PBIS Coaching and Implementation **Need:** PBIS coaching for teachers strengthens the implementation of consistent, positive, and proactive behavior supports that benefit all students, while providing particular support for unduplicated pupils, including English Learners, low-income students, and foster/homeless youth. Through ongoing	Providing PBIS coaching to all schools across the district ensures consistency in behavior expectations, student supports, and school climate practices for every student, regardless of school site. A districtwide approach allows all staff to receive aligned training, coaching, and resources, which strengthens implementation fidelity and creates a more equitable educational experience for students as they transition between grade levels and campuses.	2.2 Average Daily Attendance 2.4 CA School Dashboard Chronic Absenteeism 2.8 CA School Dashboard Suspension Rate

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	coaching and professional development, teachers build skills in creating inclusive classroom environments, teaching behavioral expectations, using restorative practices, and responding to student behavior in supportive and equitable ways. This helps reduce disciplinary disproportionality and exclusionary practices that can negatively impact unduplicated student groups. Consistent PBIS implementation also increases student engagement, improves school connectedness, and promotes positive relationships between students and staff. By equipping teachers with effective behavior support strategies, the district creates safer, more supportive learning environments that improve attendance, behavior, and academic outcomes for all pupils. **Scope:** LEA-wide	This is especially important for unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, who may be disproportionately impacted by inconsistent discipline practices and varying levels of behavioral support. By implementing PBIS consistently across all schools, the district seeks to reduce disciplinary disparities, improve student engagement and attendance, and foster safe, inclusive, and supportive learning environments districtwide. Coordinated implementation also allows the district to use data effectively, share best practices, and provide targeted interventions to meet the needs of unduplicated students who are or may be a risk of disengagement or academic difficulty.	
2.14	**Action:** Playground Safety and Supervision Training **Need:** Site-based behavioral data indicates that playgrounds, cafeterias, arrival/dismissal, and other supervision areas are the most common settings for conflicts, peer disputes, and behavioral incidents. Site-based data, as well as suspension rates on the CA Dashboard indicate that our unduplicated pupils would especially benefit from positive, restorative, trauma-informed responses.	Delivering targeted professional development for playground and supervision staff helps reduce behavioral issues and conflicts by ensuring that staff are equipped with consistent, proactive strategies for managing student behavior and building positive relationships with students during less structured times of the school day. Site-based behavioral data indicates that playgrounds, cafeterias, arrival/dismissal, and other supervision areas are the most common settings for conflicts, peer disputes, and behavioral incidents. Training staff in areas such as Positive Behavioral Interventions and Supports (PBIS), conflict resolution, de-escalation techniques, restorative	2.2 Average Daily Attendance 2.8 CA School Dashboard Suspension Rate 2.9 Expulsion Rate 2.10 CA Healthy Kids Survey Results Site-based behavior referral data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Consistent implementation across all school sites is especially important for addressing the equity gaps identified in Goal 2. Unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, benefit from safe, structured, and supportive environments where staff are trained to use positive behavior supports, de-escalation strategies, and relationship-building practices. Ongoing professional learning and follow-up coaching help ensure staff are equipped to foster inclusive, respectful, and productive school cultures where all students can thrive academically, socially, and emotionally. **Scope:** LEA-wide	practices, and trauma-informed responses enables them to recognize early signs of conflict, respond consistently, and intervene before behaviors escalate. Well-trained supervision staff also help create safe, predictable, and inclusive environments where students feel supported and connected. Consistent expectations and positive interactions during unstructured times reinforce schoolwide behavior systems and improve overall school climate. These supports are especially beneficial for unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, who may experience higher levels of stress, trauma, or social-emotional needs that can impact peer interactions and behavior. By strengthening staff capacity across all school environments, the district can reduce disciplinary incidents, increase student engagement and safety, and promote positive student behavior throughout the school day.	
2.16	**Action:** Facility Improvements **Need:** Educational partner feedback identified facility upgrades, improved playgrounds, and addressing overcrowding as district priorities. Safe, modern, and well-maintained facilities are essential to ensuring all students—and especially unduplicated pupils—have equitable access to engaging and supportive learning environments. English Learners, low-income students, and foster/homeless youth are disproportionately impacted when facilities are	To increase student engagement and strengthen school connectedness, the district has allocated funds to improve learning environments, athletic facilities, extracurricular spaces, and other shared areas that support student participation and well-being. Planned improvements include repairs and upgrades to athletic fields and gymnasiums, enhancements to classrooms and collaborative spaces, and modernization of facilities used for visual and performing arts programs. These investments are intended to create safe, welcoming, and engaging environments that encourage students—particularly unduplicated	2.2 Average Daily Attendance 2.4 Chronic Absentee Rates 2.8 CA School Dashboard Suspension Rate 2.10 CA Healthy Kids Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	outdated, overcrowded, or in poor repair, as these conditions can negatively affect attendance, engagement, well-being, and academic performance. Districtwide facility improvements, including upgrades to classrooms, playgrounds, libraries, HVAC systems, restrooms, and outdoor learning spaces, support student safety, connection, and readiness to learn. Providing these improvements across all school sites ensures equitable access to quality learning environments and reflects Dixon Unified's commitment to equity and excellence for every student. Research supports the positive impact of high-quality facilities on student outcomes. Linda Darling-Hammond (2021) emphasized the importance of creating engaging spaces for collaboration, physical activity, and enrichment to strengthen student connection and accelerate learning following the pandemic. Additionally, a 2017 study of LAUSD schools found that students who moved from deteriorating facilities into improved school environments demonstrated gains in academic achievement and overall educational outcomes (Lafortune & Schönholzer, 2017). By investing in facilities districtwide, Dixon Unified strengthens school connectedness, student engagement, and conditions for academic success. **Scope:**	pupils, including low-income students, English Learners, and foster/homeless youth—to participate more fully in school and extracurricular activities. The district expects these improvements to support increased student engagement, improved attendance, and reductions in chronic absenteeism. Because high-quality facilities and enriched learning environments benefit all students, this action is being implemented on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Engage with Community Partners to Increase Opportunities for Students and Families (LREBG) (Formerly Titled 'Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment.' **Need:** Engaging community partners is essential to Dixon Unified School District’s efforts to expand opportunities and improve outcomes for all students, particularly unduplicated pupils, including English Learners, low-income students, and foster/homeless youth. These students often face barriers that extend beyond the classroom and may impact academic achievement, school engagement, attendance, and overall well-being. This is reflected in the CAASPP results, suspension rates, attendance data, and the percentage of unduplicated students completing UC / CSU requirements. Through partnerships with local businesses, postsecondary institutions, community organizations, and service providers, the district is able to provide students and families with expanded access to mentorship, mental health supports, enrichment opportunities, career exploration, internships, after-school programs, and college and career readiness resources.	This action supports unduplicated pupils by increasing access to community resources, enrichment opportunities, and support systems that help address barriers to academic success and student well-being. English Learners, low-income students, and foster/homeless youth often face challenges outside of school that can impact attendance, engagement, and achievement, including limited access to mental health services, mentorship, extracurricular opportunities, and college and career guidance. Through partnerships with community organizations, businesses, postsecondary institutions, and service providers, the district is able to provide more comprehensive and responsive supports that promote student connection, resilience, and long-term success. Implementing this action on a districtwide basis ensures equitable access to these opportunities and services for students across all school sites. A coordinated district approach strengthens collaboration, maximizes shared resources, and promotes consistency in program implementation and family outreach. These partnerships also deepen community investment in schools, strengthen family engagement, and expand pathways for students to explore college, career, and leadership opportunities. By leveraging community partnerships strategically, Dixon Unified creates a more inclusive and supportive educational system that helps all students—and especially unduplicated pupils—thrive academically, socially, and emotionally.	3.5 Number of Articulated Partnerships with Post-Secondary Schools, Apprenticeship Programs, Local Business, and/or Service Groups as Reported by Written Agreements.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Providing these partnerships on a districtwide basis ensures equitable access to opportunities and services across all school sites and student groups. A coordinated approach strengthens collaboration, aligns resources, and allows the district to build sustainable systems of support that connect students to meaningful real-world experiences and community resources. These partnerships also strengthen family and community engagement, foster a shared commitment to student success, and help create inclusive, supportive school environments where students feel connected, prepared, and empowered to succeed in school and beyond. **Scope:** LEA-wide		
3.3	**Action:** District-Level Coordination of Family Engagement and Outreach **Need:** In Dixon Unified School District, district-level coordination of family engagement and outreach is essential to strengthening partnerships with families and improving outcomes for unduplicated pupils. The district recognizes that meaningful family engagement is most effective when built through trusted relationships at the school-site level, and therefore focuses on supporting and strengthening the work already taking place at	The district will support parent engagement efforts at sites via the work of several district-level roles. Members of the Educational Services department, including the EL Coordinator and Executive Director of Educational Services will support Parent Liaisons by providing tools, resources, training and data collection systems to strengthen their work with families, particularly families of English Learners and other unduplicated pupils. The district's Administrative Assistant serves as the first point of contact for students, families, staff, and community members by providing welcoming, professional, and responsive customer service; assists visitors in accessing information and navigating district services by directing them to the appropriate departments and personnel.	3.1 Promotion of Parental Participation 3.2 LCAP surveys completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individual schools. Families of English Learners, low-income students, and foster/homeless youth may experience barriers such as language access, limited familiarity with school systems, transportation challenges, or limited access to resources, which can impact participation in their children's education. District-level staff support school sites by providing training, tools, resources, and coordinated guidance to administrators, secretaries, parent liaisons, and other frontline staff who work directly with families. This support helps schools implement inclusive, culturally responsive, and accessible engagement practices that strengthen communication and family partnerships. Providing coordinated support across all schools ensures greater consistency, equity, and shared access to effective engagement strategies while honoring the important relationships that exist between families and school-site staff. **Scope:** LEA-wide		
3.4	**Action:** Bilingual Parent Liaison Program (LREBG) **Need:** The Bilingual Parent Liaison Program is a critical support for unduplicated pupils, particularly English Learners and their families,	The Parent Liaison Program ensures families at every school site have a trusted point of contact to support communication, connection, and engagement with the school community. Parent Liaisons help strengthen relationships between families and schools while also providing district and site leadership with valuable insight into the	3.1 Promotion of Parental Participation 3.2 LCAP survyes completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	by strengthening communication, trust, and engagement between schools and home. Many families face barriers related to language access, cultural differences, or unfamiliarity with school systems that can limit their ability to fully participate in their children's education. Bilingual Parent Liaisons help bridge these gaps by providing translation and interpretation services, personalized outreach, resource connection, and culturally responsive support that empowers families to advocate for and support their children's academic success and well-being. Providing this program on a districtwide basis ensures that families across all school sites have equitable access to meaningful communication and support. A coordinated district approach promotes consistency in family engagement practices, strengthens relationships between schools and diverse communities, and increases family participation in school programs, decision-making, and student support systems. By investing in bilingual outreach and culturally responsive engagement, Dixon Unified fosters inclusive partnerships that contribute to improved student engagement, attendance, achievement, and overall school connectedness. **Scope:** LEA-wide	needs, experiences, and priorities of families from unduplicated student groups. Parent education and outreach activities are intentionally designed to increase access and improve support for English Learners, low-income students, and foster/homeless youth by prioritizing targeted communication, culturally responsive engagement, and inclusive outreach practices. These efforts help families better understand school systems, access available resources, and actively participate in their children's academic and social-emotional success.	Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings
3.6	**Action:** Translation and Interpretation Services	Providing high-quality translation and interpretation services is essential to expanding family education	3.1 Promotion of Parental Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Families across the district consistently identify parent education, communication, and outreach opportunities as high priorities. However, participation rates among families of unduplicated pupils—including English Learners, low-income students, and foster/homeless youth—have historically been lower, highlighting the need for more intentional, inclusive, and accessible engagement practices. Barriers such as language access, work schedules, transportation, and unfamiliarity with school systems can limit meaningful participation for many families. To address these barriers, the district is committed to strengthening outreach efforts and ensuring families have equitable access to information, resources, and opportunities for involvement. High-quality translation and interpretation services at all sites are essential components of this work, allowing families from diverse linguistic backgrounds to fully understand school communications, participate in decision-making processes, and engage as valued partners in their children's education. By expanding culturally responsive and accessible family engagement practices, Dixon Unified strengthens family-school partnerships that support improved student outcomes and school connectedness. **Scope:**	and outreach by ensuring all families—especially families of Multilingual Learners—can fully access, understand, and engage with school and district communications. Language should never be a barrier to participation, and these services help create equitable opportunities for families to engage in school events, educational programs, decision-making processes, and ongoing communication related to their children's success. These supports are particularly important for families of unduplicated pupils, including English Learners, low-income students, and foster/homeless youth, who have historically been underrepresented in family engagement efforts. By providing accessible communication in families' home languages, the district demonstrates its commitment to equity, inclusion, and culturally responsive practices. This approach strengthens trust, increases family participation, and empowers families to serve as active and informed partners in supporting their children's academic and social-emotional growth.	3.2 LCAP surveys completed 3.3 Number of Parents Attending ELAC and DELAC Meetings as Tracked by Sign-in Sheets (Priority 3) 3.4 Parents with Students with Exceptional Needs participating in Advisory meetings

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** ELD Instructional Coaching and Professional Development (LREBG) **Need:** Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:**	The ELD Instructional Coaching and Professional Development action is strategically designed to address the linguistic and academic needs of multilingual learners, a key group within the unduplicated student population. English learners in Dixon Unified face persistent achievement gaps, as evidenced by low performance on state assessments in both English language development and core academic subjects. Many continue to struggle with reclassification and long-term academic success due to inconsistent implementation of designated and integrated ELD instruction across classrooms and grade levels. By funding ELD instructional coaches, this action ensures that designated ELD teachers receive targeted support and training to deliver standards-aligned instruction that explicitly develops English language skills. Equally important, the coaches provide ongoing professional learning for all teachers to embed integrated ELD strategies within content-area instruction, so English learners receive language support across the school day—not just during designated periods. Coaches also	Effectiveness will be measured by evidence of ELD instructional strategies observed in classrooms, teacher-reported growth in instructional capacity, and English learner progress as measured by ELPAC and ELPI. CA Dashboard English Learner Progress Indicator (ELPI) (1.9) EL Reclassification Rate (1.11) Percent of ELD classrooms observed implementing ELD strategies (local data) Percent of teachers reporting increased effectiveness in ELD instruction (local data)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	promote coherence in ELD practices across sites and support classroom teachers in differentiating instruction, analyzing student language data, and adapting curriculum for multilingual learners. This capacity-building model ensures systematic and sustainable improvements in how ELD services are delivered, helping to close opportunity and achievement gaps and supporting English learners in reaching proficiency and academic success.	
1.10	**Action:** Teacher Professional Development for English Learners and Long-Term English Learners (LREBG) **Need:** Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	Teacher professional development (PD) for Long-Term English Learners (LTELs) addresses their needs by equipping educators with targeted strategies to support students who struggle with academic English despite years in U.S. schools. In Dixon Unified School District, PD focuses on identifying the root causes of delayed language development and providing effective instructional practices that build academic vocabulary, reading comprehension, and engagement. By training teachers to recognize and address specific language gaps and implement research-based approaches, PD ensures that instruction is responsive to LTELs' unique challenges, ultimately leading to measurable improvements in English proficiency and academic success.	Effectiveness will be measured by participation in LTEL-focused professional learning, implementation of targeted instructional strategies observed in classrooms, teacher-reported growth in capacity to support LTELs, and improved outcomes for long-term English learners, including reductions in LTEL rates and increased reclassification. LTEL Reclassification Rate (1.11) LTEL performance on CA Dashboard English Learner Progress Indicator (ELPI) (1.9) Percent of classrooms observed implementing LTEL-focused ELD strategies (local data)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Percent of teachers reporting increased capacity to support LTELs (local data)
1.11	**Action:** English Learner Specialist to support the administration of the ELPAC and support delivery of ELD **Need:** Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	Employing an English Learner Specialist will directly address the needs of English learners by ensuring that students receive high-quality, targeted support aligned to their specific language proficiency levels and academic needs. Through the administration of the ELPAC and local assessments, the specialist will help accurately identify each student’s English language development stage and monitor progress over time. By delivering designated English Language Development (ELD) instruction and providing targeted push-in support, this action goes above and beyond by ensuring that English Learners receive daily, structured opportunities to develop language skills in both academic and social contexts. Additionally, staff will work closely with classroom teachers to implement high-impact, standards-aligned instructional strategies that accelerate English acquisition, promote meaningful access to core content, and support long-term academic success. In addition, the specialist’s collaboration with teachers—providing resources, modeling effective strategies, and guiding instructional planning—will build overall educator capacity to meet the diverse needs of English learners across content areas. Their leadership in the ELD Leads group and partnership with Migrant Education will ensure coherence in services, support for migrant students, and effective implementation of the English Learner Master Plan across the district,	Effectiveness will be measured by timely and accurate administration of English learner assessments, increased implementation of designated and integrated ELD, and improved English learner outcomes including progress toward proficiency. CA School Dashboard English Learner Progress Indicator (ELPI) (1.9) EL Reclassification Rate (1.11) Percent of ELPAC assessments completed accurately and on time. (local data) Percent of classrooms observed implementing ELD strategies (local data)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		leading to more equitable outcomes and sustained academic growth.	
1.12	**Action:** Newcomer Student Support Program **Need:** Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	Implementing a Newcomer program will directly address the needs of these students by ensuring that students receive high-quality, targeted support aligned to their specific language proficiency levels and academic needs. Through the administration of the ELPAC and local assessments, the district will be able to accurately identify each student's English language development stage and monitor progress over time. By delivering designated ELD instruction and providing push-in support, especially for newly arrived multilingual learners, the district will offer consistent, personalized instruction to accelerate language acquisition.	Effectiveness will be measured by newcomer student engagement indicators such as attendance, and improved newcomer student outcomes including English language acquisition and academic progress Attendance rate of newcomer students CA School Dashboard English Learner Progress Indicator (ELPI) (1.9) Percent of newcomer students increasing at least one ELPAC level annually EL Reclassification Rate (for newcomer students) (1.11) CAASPP Results (1.3) (1.6) Local ELA and Math Data (1.22) (1.23)
1.14	**Action:** "Improvement Science" Project with Solano County Office of Education **Need:** Performance data from the California School Dashboard highlights the ongoing and urgent	Improvement Science Project directly targets the root causes of delayed English proficiency among LTELs. The initiative focuses on identifying why students struggle to become proficient within six years, delivering focused professional development to educators, and closely monitoring the impact of these interventions. Through this	1.9 CA School Dashboard English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	need for Dixon Unified to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and 101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	strategic collaboration and data-driven approach, the district aims to boost LTEL reclassification rates and improve long-term academic outcomes.	
1.15	**Action:** Elementary Reading and Math Supports for Multilingual Language Learners (LREBG) **Need:** Performance data from the California School Dashboard highlights the ongoing need for Dixon Unified School District to continue to strengthen its support systems for English Learners (ELs). Currently, less than half (46.4%) of ELs are making progress on the English Language Proficiency Indicator (ELPI). While progress has been made, just over half (54.8%) of Long-Term English Learners (LTELs) are showing progress. These trends are consistent with broader academic outcomes for ELs, who are scoring 83.5 points below standard in English Language Arts and	The provision of additional elementary FTE positions for Reading and English Language Development (ELD) support directly addresses the needs of unduplicated pupils, particularly English learners and socioeconomically disadvantaged students, who often require targeted, differentiated support to access grade-level literacy content and develop academic English proficiency. By offering small-group instruction tailored to ELPAC levels and individual learning profiles, this action ensures that instruction is personalized, focused, and responsive to the specific gaps that may hinder progress. The flexible, blended design of these roles allows TOSAs and paraeducators to deliver both foundational reading skills and designated ELD, creating a more coherent and efficient system of support.	Effectiveness will be measured by increased access to small-group instruction for unduplicated pupils, frequency of targeted instructional support, student progress on local benchmark assessments, reduction in the number of students performing below grade level, and improved academic outcomes in English language arts and mathematics Percent of identified unduplicated pupils

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	101 points below standard in Mathematics, as outlined in the LCAP. **Scope:** Limited to Unduplicated Student Group(s)	This action is especially critical for Long-Term English Learners (LTELs), who frequently face persistent challenges in mastering academic language and literacy despite years of English instruction. LTELs often benefit from intensified, sustained interventions that address complex language demands, reading comprehension, and written expression across content areas. By embedding ELD intervention within a literacy-focused framework, the district ensures that LTELs receive the type of high-leverage, language-rich instruction necessary to close longstanding achievement gaps. These supports help address both linguistic and academic barriers that often prevent LTELs from meeting reclassification criteria and succeeding in core academic subjects. Implementing this action on a district-wide basis ensures equity in access to intervention services across all elementary sites, where unduplicated pupils are dispersed. Moreover, it provides structured opportunities for all students to receive the precise instruction they need to accelerate their growth. This systemic approach is essential for closing opportunity gaps early and building the literacy and language foundation that is critical for long-term academic success.	receiving small-group UA instruction in reading and math Average number of small-group instructional sessions provided per student per week Percent of students receiving intervention who meet or exceed expected growth on benchmark assessments Decrease in percent of unduplicated pupils performing below grade level in reading and math CAASPP ELA performance (1.3) and Math performance (1.6) Local ELA (1.22) and Math (1.23) assessment data CA School Dashboard ELPI (1.11)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Dixon Unified has used, or plans to use, the additional concentration grant add-on funding to make the following additions to staff who will provide direct services to students:

1. Additional ELD teachers to provide targeted ELD Instruction beyond what is required in statute to accelerate student progress toward grade level proficiency. (Goal 1.08)

2. Expanded support staff for planning and providing intervention specifically targeted to English Learners and other unduplicated groups. (Goal 1.20)

3. Additional Career and Technical Education (CTE) staff to increase equitable participation and success of historically underrepresented students in career pathways. (Goal 2.07)

4. Additional Campus Supervisor staff to improve school safety, reduce disciplinary incidents, and foster positive school climates that supports engagement for unduplicated and all pupils. (Goal 2.09)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	25:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	17:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	34,655,233.00	7,503,274.00	21.651%	0.000%	21.651%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,503,274.00	$1,778,816.00	$0.00	$0.00	$9,282,090.00	$8,888,463.00	$393,627.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strategic Supports for English Learners	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.2	Recruitment and Retention of High Quality Staff	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.3	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	
1	1.4	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.5	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
1	1.6	Competitive Compensation to Improve Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$3,702,962.00	$0.00	$3,702,962.00				$3,702,962.00	
1	1.7	Comprehensive Recruitment and Retention Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$123,516.00	$0.00	$123,516.00				$123,516.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Targeted ELD Instruction (LREBG)	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-2027	$249,837.00	$0.00	$167,818.00	$82,019.00			$249,837.00	
1	1.9	ELD Instructional Coaching and Professional Development (LREBG)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$238,398.00	$0.00	$11,920.00	$226,478.00			$238,398.00	
1	1.10	Teacher Professional Development for English Learners and Long-Term English Learners (LREBG)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$0.00	$5,500.00	$500.00	$5,000.00			$5,500.00	
1	1.11	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$89,793.00	$0.00	$89,793.00				$89,793.00	
1	1.12	Newcomer Student Support Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.13	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners. (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$50,000.00	$10,000.00	$40,000.00			$50,000.00	
1	1.14	"Improvement Science" Project with Solano County Office of Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$1,328.00	$0.00	$1,328.00				$1,328.00	
1	1.15	Elementary Reading and Math Supports for Multilingual Language Learners (LREBG)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2027	$195,933.00	$0.00	$6,824.00	$189,109.00			$195,933.00	
1	1.16	Class-size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$1,111,539.00	$0.00	$902,060.00	$209,479.00			$1,111,539.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Paraprofessional Support at Maine Prairie High School	All	No			Specific Schools: Maine Prairie High School	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.18	District Librarian and Library Technicians to Expand Library Access (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$162,446.00	$0.00	$46,877.00	$115,569.00			$162,446.00	
1	1.19	Inclusive Instructional Library Resources	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.20	Expanded Support Staff for Data Monitoring and Planning (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$368,867.00	$0.00	$172,935.00	$195,932.00			$368,867.00	
1	1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$225,460.00	$0.00	$63,441.00	$162,019.00			$225,460.00	
1	1.22	Newcomer Class-Size Reduction						2025-2026								
1	1.23	Supplemental Instructional Materials and Technology	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.24	Implementation and Coordination of Learning Support Systems	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.25	Professional Development to support Students with Disabilities	Students with Disabilities	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.26	Instructional Coaching for Improved Access and Equity	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.27	Mathematics Professional Development and Alignment (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$161,735.00	$0.00	$15,720.00	$146,015.00			$161,735.00	
1	1.28	Special Education Staff Expansion and Support	Students with Disabilities	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.29	Supplemental Pay for Professional Development Outside Regular Hours	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.30	Comprehensive Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
1	1.31	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.1**	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
2	**2.2**	Professional Development Activities to Increase Staff Capacity and , Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
2	**2.3**	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$258,410.00	$15,000.00	$259,410.00	$14,000.00			$273,410.00	
2	**2.4**	Social-Emotional and Behavioral Leadership and Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$65,000.00	$0.00	$65,000.00				$65,000.00	
2	**2.5**	Site-Based Mental Health Clinicians and Interns (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$155,540.00	$0.00	$8,035.00	$147,505.00			$155,540.00	
2	**2.6**	Counseling and Credit Recovery Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maine Prairie High School, John Knight Middle School, Dixon High School	2025-2027	$247,463.00	$0.00	$247,463.00				$247,463.00	
2	**2.7**	Career and Technical Education (CTE) Expansion for Equity	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: John Knight Middle School, Dixon High School, Maine Prairie High School	2025-2027	$376,940.00	$500.00	$377,440.00				$377,440.00	
2	**2.8**	Social-Emotional Learning Curriculum	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		(Formerly titled 'Social-Emotional Learning Curriculum and Professional Development')														
2	**2.9**	School Safety, Climate, and Behavior Intervention Programs (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$387,778.00	$0.00	$363,928.00	$23,850.00			$387,778.00	
2	**2.10**	Peer Mentorship and Student Leadership Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	2025-2027	$85,044.00	$10,000.00	$95,044.00				$95,044.00	
2	**2.11**	Curriculum and Instructional Enhancements for Equity and Inclusion	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.12**	PBIS Coaching and Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$88,276.00	$500.00	$88,776.00				$88,776.00	
2	**2.13**	Equity Training and Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.14**	Playground Safety and Supervision Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$330,560.00	$0.00	$330,560.00				$330,560.00	
2	**2.15**	Social-Emotional Learning Professional Development	All	No			All Schools	2025-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.16**	Facility Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$297,127.00	$297,127.00				$297,127.00	
3	**3.1**	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	All	No			All Schools	2024-2025	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students and Families (LREBG) (Formerly Titled 'Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment.'	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$2,091.00	$2,909.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.3**	District-Level Coordination of Family Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$21,826.00	$0.00	$21,826.00				$21,826.00	
3	**3.4**	Bilingual Parent Liaison Program (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$221,841.00	$0.00	$2,909.00	$218,932.00			$221,841.00	
3	**3.5**	Site-Based Community Engagement & Outreach	All	No				2025-2027	$0.00	$0.00	$0.00				$0.00	
3	**3.6**	Translation and Interpretation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$12,971.00	$0.00	$12,971.00				$12,971.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
34,655,233.00	7,503,274.00	21.651%	0.000%	21.651%	$7,503,274.00	0.000%	21.651 %	**Total:**	$7,503,274.00
								LEA-wide Total:	$6,763,006.00
								Limited Total:	$115,365.00
								Schoolwide Total:	$624,903.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.6**	Competitive Compensation to Improve Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,702,962.00	
1	**1.7**	Comprehensive Recruitment and Retention Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,516.00	
1	**1.8**	Targeted ELD Instruction (LREBG)	Yes	LEA-wide	English Learners	All Schools	$167,818.00	
1	**1.9**	ELD Instructional Coaching and Professional Development (LREBG)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$11,920.00	
1	**1.10**	Teacher Professional Development for English Learners and Long-Term English Learners (LREBG)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
1	**1.11**	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$89,793.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Newcomer Student Support Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	1.13	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners. (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.14	"Improvement Science" Project with Solano County Office of Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,328.00	
1	1.15	Elementary Reading and Math Supports for Multilingual Language Learners (LREBG)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,824.00	
1	1.16	Class-size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$902,060.00	
1	1.18	District Librarian and Library Technicians to Expand Library Access (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,877.00	
1	1.20	Expanded Support Staff for Data Monitoring and Planning (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,935.00	
1	1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,441.00	
1	1.27	Mathematics Professional Development and Alignment (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,720.00	
1	1.29	Supplemental Pay for Professional Development Outside Regular Hours	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.31	AVID	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$259,410.00	
2	2.4	Social-Emotional and Behavioral Leadership and Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.5	Site-Based Mental Health Clinicians and Interns (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,035.00	
2	2.6	Counseling and Credit Recovery Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Maine Prairie High School, John Knight Middle School, Dixon High School	$247,463.00	
2	2.7	Career and Technical Education (CTE) Expansion for Equity	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: John Knight Middle School, Dixon High School, Maine Prairie High School	$377,440.00	
2	2.9	School Safety, Climate, and Behavior Intervention Programs (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$363,928.00	
2	2.10	Peer Mentorship and Student Leadership Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle and High Schools	$95,044.00	
2	2.12	PBIS Coaching and Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$88,776.00	
2	2.14	Playground Safety and Supervision Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,560.00	
2	2.16	Facility Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,127.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students and Families (LREBG) (Formerly Titled 'Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment.'	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,091.00	
3	**3.3**	District-Level Coordination of Family Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,826.00	
3	**3.4**	Bilingual Parent Liaison Program (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,909.00	
3	**3.6**	Translation and Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,971.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,036,024.00	$9,329,563.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruitment and Retention of High Quality Staff	No	$0.00	$0.00
1	**1.2**	Strategic Supports for English Learners	No	$0.00	$0.00
1	**1.3**	Supplemental Academic Supports to Support Achievement of Unduplicated Student Groups	No	$0.00	$0.00
1	**1.4**	Professional Development Activities to Increase Staff Capacity to Meet the Academic Needs of Unduplicated Student Groups, Ensure Course Access, Implementation of State Standards, and Increase Student Achievement	No	$0.00	$0.00
1	**1.5**	AVID Districtwide Initiative to Increase Pupil Achievement and Course Access with an Emphasis on English Learners, Socio-Economically Disadvantaged Students, Homeless/Foster Youth, and Other Student Groups Historically Underrepresented in College and Career Readiness Numbers	No	$0.00	$0.00
1	**1.6**	Competitive Compensation to Improve Staffing	Yes	$3,702,962.00	$3,962,792
1	**1.7**	Comprehensive Recruitment and Retention Plan	Yes	$94,258.00	$94,258

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.8**	Targeted ELD Instruction	Yes	$123,975.00	$123,975
1	**1.9**	ELD Instructional Coaching and Professional Development	Yes	$195,053.00	$195,053
1	**1.10**	Teacher Professional Development for English Learners and Long-Term English Learners	Yes	$5,000.00	$4,625
1	**1.11**	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	Yes	$85,462.00	$85,462
1	**1.12**	Newcomer Student Support Program	Yes	$5,000.00	$4,328
1	**1.13**	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners.	Yes	$480,000.00	$532,661
1	**1.14**	Improvement Science Project with Solano County Office of Education	Yes	$500.00	$600
1	**1.15**	Elementary Reading and Math Supports for Multilingual Language Learners	Yes	$179,920.00	$179,920
1	**1.16**	Class-size reduction	Yes	$811,678.00	$811,678
1	**1.17**	Paraprofessional Support at Maine Prairie High School	No	$0.00	$0.00
1	**1.18**	District Librarian and Library Technicians to Expand Library Access	Yes	$226,087.00	$226,087
1	**1.19**	Inclusive Instructional Library Resources	No	$0.00	$0.00
1	**1.20**	Expanded Support Staff for Data Monitoring and Planning	Yes	$360,431.00	$360,431

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.21	Teacher(s) on Special Assignment for Reading Intervention Coordination	Yes	$123,975.00	$123,975.
1	1.22	Newcomer Class-Size Reduction	Yes	$528,648.00	$528,648
1	1.23	Supplemental Instructional Materials and Technology	No	$0.00	$0.00
1	1.24	Implementation and Coordination of Learning Support Systems	No	$0.00	$0.00
1	1.25	Professional Development to support Students with Disabilities	No	$0.00	$0.00
1	1.26	Instructional Coaching for Improved Access and Equity	No	$0.00	$0.00
1	1.27	Mathematics Professional Development and Alignment	No	$0.00	$0.00
1	1.28	Special Education Staff Expansion and Support	No	$0.00	$0.00
1	1.29	Supplemental Pay for Professional Development Outside Regular Hours	Yes	$99,744.00	$145,200
1	1.30	Comprehensive Professional Development	No	$0.00	$0.00
1	1.31	AVID	Yes	$130,152.00	$160,046
2	2.1	Supplemental Social-Emotional and Behavioral Supports to Increase the Engagement and Conditions of Learning for Unduplicated Student Groups and Ensure College/Career Readiness	No	$0.00	$0.00
2	2.2	Professional Development Activities to Increase Staff Capacity and ,	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Ensure Positive School Climate, Address Social-Emotional and Behavioral Needs, and Provide Course Access for Unduplicated Student Groups.			
2	2.3	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Yes	$109,348.00	$109,348
2	2.4	Social-Emotional and Behavioral Leadership and Coordination	Yes	$530,871.00	$530,871
2	2.5	Site-Based Mental Health Clinicians and Interns	Yes	$291,184.00	$291,184
2	2.6	Counseling and Credit Recovery Support	No	$0.00	$0.00
2	2.7	Career and Technical Education (CTE) Expansion for Equity	No	$0.00	$0.00
2	2.8	Social-Emotional Learning Curriculum and Professional Development	No	$0.00	$0.00
2	2.9	School Safety, Climate, and Behavior Intervention Programs	Yes	$26,500.00	$38,780
2	2.10	Peer Mentorship and Student Leadership Initiatives	Yes	$10,000.00	$8,750
2	2.11	Curriculum and Instructional Enhancements for Equity and Inclusion	No	$0.00	$0.00
2	2.12	PBIS Coaching and Implementation		$0.00	$0.00
2	2.13	Equity Training and Professional Development	No	$0.00	$0.00
2	2.14	Playground Safety and Supervision Training	Yes	$254,613.00	$254,613
2	2.15	Social-Emotional Learning Professional Development	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.16**	Facility Improvements	Yes	$169,095.00	$64,160
3	**3.1**	Promote Parental Involvement in School Programs to Increase Participation and Opportunities for Unduplicated Student Groups	No	$0.00	$0.00
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Yes	$5,000.00	$5,550
3	**3.3**	District-Level Coordination of Family Engagement and Outreach	Yes	$173,078.00	$173,078
3	**3.4**	Bilingual Parent Liaison Program	Yes	$202,990.00	$202,990
3	**3.5**	Site-Based Community Engagement & Outreach	Yes	$12,000.00	$12,000
3	**3.6**	Translation and Interpretation Services	Yes	$5,000.00	$5,000
4	**4.1**	College/Career Readiness Supports	No	$0.00	$0.00
4	**4.2**	Identifying and Supporting Students Through Coordinated Pupil Services	No	$93,500.00	$93,500

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,273,421.00	$8,942,524.00	$9,236,063.00	($293,539.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.6**	Competitive Compensation to Improve Staffing	Yes	$3,702,962.00	$3,962,792		
1	**1.7**	Comprehensive Recruitment and Retention Plan	Yes	$94,258.00	$94,258.00		
1	**1.8**	Targeted ELD Instruction	Yes	$123,975.00	$123,975.00		
1	**1.9**	ELD Instructional Coaching and Professional Development	Yes	$195,053.00	$195,053.00		
1	**1.10**	Teacher Professional Development for English Learners and Long-Term English Learners	Yes	$5,000.00	$4,625		
1	**1.11**	English Learner Specialist to support the administration of the ELPAC and support delivery of ELD	Yes	$85,462.00	$85,462.00		
1	**1.12**	Newcomer Student Support Program	Yes	$5,000.00	$4,328		
1	**1.13**	Curriculum and instructional materials with a focus on unduplicated student groups including Multilingual Language Learners.	Yes	$480,000.00	$532,661		
1	**1.14**	Improvement Science Project with Solano County Office of Education	Yes	$500.00	$600		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.15**	Elementary Reading and Math Supports for Multilingual Language Learners	Yes	$179,920.00	$179,920.00		
1	**1.16**	Class-size reduction	Yes	$811,678.00	$811,678		
1	**1.18**	District Librarian and Library Technicians to Expand Library Access	Yes	$226,087.00	$226,087.00		
1	**1.20**	Expanded Support Staff for Data Monitoring and Planning	Yes	$360,431.00	$360,431.00		
1	**1.21**	Teacher(s) on Special Assignment for Reading Intervention Coordination	Yes	$123,975.00	$123,975.00		
1	**1.22**	Newcomer Class-Size Reduction	Yes	$528,648.00	$528,648		
1	**1.29**	Supplemental Pay for Professional Development Outside Regular Hours	Yes	$99,744.00	$145,200		
1	**1.31**	AVID	Yes	$130,152.00	$160,046		
2	**2.3**	Actions and Initiatives to Improve Attendance Rates for Unduplicated Students	Yes	$109,348.00	$109,348.00		
2	**2.4**	Social-Emotional and Behavioral Leadership and Coordination	Yes	$530,871.00	$530,871.00		
2	**2.5**	Site-Based Mental Health Clinicians and Interns	Yes	$291,184.00	$291,184.00		
2	**2.9**	School Safety, Climate, and Behavior Intervention Programs	Yes	$26,500.00	$38,780		
2	**2.10**	Peer Mentorship and Student Leadership Initiatives	Yes	$10,000.00	$8,750		
2	**2.14**	Playground Safety and Supervision Training	Yes	$254,613.00	$254,613.00		
2	**2.16**	Facility Improvements	Yes	$169,095.00	$64,160		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Engage with Community Partners to Increase Opportunities for Students, Enhance the District's Standing in the Community, and Maximize Student Enrollment	Yes	$5,000.00	$5,550		
3	**3.3**	District-Level Coordination of Family Engagement and Outreach	Yes	$173,078.00	$173,078.00		
3	**3.4**	Bilingual Parent Liaison Program	Yes	$202,990.00	$202,990.00		
3	**3.5**	Site-Based Community Engagement & Outreach	Yes	$12,000.00	$12,000		
3	**3.6**	Translation and Interpretation Services	Yes	$5,000.00	$5,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$33,240,978.00	7,273,421.00	5.453%	27.334%	$9,236,063.00	0.000%	27.785%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)](); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)]().
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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